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AUTHOR – AUTEUR

Full Name of Author – Nom complet de l'auteur

Patricia Ann Hill

Date of Birth – Date de naissance	Canadian Citizen – Citoyen canadien
27 Dec. 1958	[X] Yes / Oui [ ] No / Non
Country of Birth – Lieu de naissance	**Permanent Address – Résidence fixe**
Canada	11615-113 Avenue Edmonton, Alberta T5G 0J7

THESIS – THÈSE

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University of Alberta	Dr. Michael Rodda

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Delinquency among deaf and hearing adolescents

by

© Patricia Ann Hill

A THESIS

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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(SIGNED) Patricia A. Hill

PERMANENT ADDRESS:

11615 - 113 Avenue

Edmonton, Alberta

T5G 0A1

DATED October 14, 1985

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Delinquency among deaf and hearing adolescents submitted by Patricia Ann Hill in partial fulfilment of the requirements for the degree of Master of Education in Educational Psychology.

M. Radda
.....
Supervisor

.....

.....

.....

Date... October 7th 1985...

This thesis is dedicated to:

Edward Johnson

who inspired me

and

Jeffrey Dyck

who believed in me

Abstract

Assessments of delinquency among juveniles exist in many forms. The literature contains an abundance of estimates of the nature and extent of delinquency among various populations, measured in a number of different ways. The literature does not, however, contain information regarding the nature and extent of delinquency among deaf Canadian young persons.

This study was designed to assess the nature and extent of involvement in socially unacceptable behaviours, or delinquency, as it was disclosed by deaf and hearing youths in Canada in 1985, the year the Young Offenders Act governing these young persons came into effect.

The youths' involvement in delinquent behaviours was assessed using a modified LeBlanc Study of Adolescent Activities. This self-report measure was administered to 56 hearing and 38 deaf young persons.

Data were analyzed using chi-square tests, a t-test, and proportions tests. The chi-square tests used with the raw data revealed significant differences between the deaf and hearing samples on five of the twenty-two targeted questions. The t-test indicated that the mean number of deaf students disclosing delinquency differed significantly from the mean number of hearing students disclosing delinquency. Similarly, the proportions testing on delinquent versus non-delinquent proportions of the two samples revealed a significant difference between the two samples. Using the

respondents' index scores classified according to the extent of their delinquent behaviours, the proportions test did not reveal a significant difference between the deaf and hearing respondents. Further, the data revealed a trend for delinquent behaviour to increase with age until mid-adolescence, and then to decrease with age until adulthood.

In conclusion, the study indicates that in disclosing the nature of their involvement in delinquency, hearing respondents are more likely to disclose school-related infractions, whereas deaf respondents are more likely to disclose criminal infractions when asked to complete a self-report measure of involvement in delinquent behaviours. Both deaf and hearing respondents disclosed involvement in delinquency with no significant differences revealed when assessing the extent (low, moderate, or high) of delinquent behaviour disclosed.

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Table of Contents

Chapter	Page
I. Introduction	1
A. Overview of the study	1
B. Research on adolescent delinquency	1
C. Data collection	3
The measure	3
The subjects	4
D. Focus of the study	5
E. Hypotheses to be tested	8
II. Review of the literature	10
A. Introduction	10
B. Delinquency among Juveniles	11
C. Delinquency among Deaf Adolescents	14
D. Self-report Measures of Delinquency	16
E. Summary	19
III. Procedures	21
A. Subjects	21
B. Subject selection	21
C. Data collection procedures	22
D. Survey administrators	23
E. Survey content	23
Reliability and Validity of the Survey	25
Raw data treatment	26
Indexed data treatment	26
IV. Results	28
A. Significant differences	42

B. Indexed results 43
C. Trends within the data 47
V. Discussion and Implications 55
A. Summary of the Study 55
B. Findings 55
C. Limitations 62
D. Suggestions for further research 63
E. Concluding statement 63
Glossary 65
Bibliography 68
Appendix A 83
Appendix B 137

List of Tables

Table	Description	Page
IV.1	Distribution of survey respondents by age, sex, and hearing status	29
IV.2	Disclosed Vandalism	30
IV.3	Disclosed Theft of School Property	30
IV.4	Disclosed Vandalism	30
IV.5	Disclosed Theft of Vehicle	31
IV.6	Disclosed Assault	32
IV.7	Disclosed Court Appearance	32
IV.8	Disclsoed Shoplifting	33
IV.9	Disclosed Involvement in Fights	33
IV.10	Disclosed Armed Assault	34
IV.11	Disclosed Illicit Drug Use	34
IV.12	Disclosed Trafficking	35
IV. 13	Disclosed Break and Enter	35
IV.14	Disclosed Arson	36
IV.15	Disclosed Illicit Drug Use	36
IV.16	Disclosed Fencing	37
IV.17	Disclosed Alcohol Consumption	37
IV.18	Disclosed Runaway	38
IV.19	Disclosed Disruptive Behaviour	38
IV.20	Disclosed School Suspension	39
IV.21	Disclosed Class Skipping	39
IV.22	Disclosed Cheating on Tests	40
IV.23	Disclosed Truancy	40

IV.24 Chi Square test for differences between hearing and deaf respondents 41

IV.25 Proportions test for low, moderate and high levels of delinquency between hearing and deaf groups 46

List of Figures

Figure	Description	Page
IV.1	Distribution of Index scores of Disclosed Delinquency for Deaf and Hearing Respondents	45
IV.2	Box and Whisker display for Index Scores by age	49
IV.3	Index Means by age group, male & female	50
IV.4	Index Means by age for hearing & deaf	51
IV.5	Total Index Means by age groups	53

I. Introduction

A. Overview of the study

The involvement of deaf adolescents in socially unacceptable behavior has rarely been studied from a criminological perspective. Offical measures of delinquency such as police and court records do not indicate the hearing status of the offender and are therefore of little use in studying the delinquent tendencies of deaf adolescents. This may be one of the reasons for the scarcity of data on the rate of delinquency among deaf adolescents. Yet in personal communication with this researcher, teachers, administrators, and other professionals working with deaf adolescents, describe them as being involved in socially unacceptable behaviour. In this study, the nature and extent of deaf adolescent involvement in socially unacceptable behaviours are investigated. The collection of the data regarding the social activities of deaf and hearing adolescents is modelled after the work of Marc LeBlanc and his associates at the Universite de Montreal.

B. Research on adolescent delinquency

From 1974 to 1980, LeBlanc and his associates studied the social behaviours of 3000 Montreal area hearing adolescents using a self-report questionnaire (LeBlanc, 1975, 1979; Biron, Caplan & LeBlanc, 1975; Frechette and LeBlanc, 1978, 1979, 1980). His findings indicated that over

ninety percent of the adolescents responding admitted to at least one instance of involvement in socially unacceptable behaviour.

Other reasearchers have also found delinquency to be common among adolescents: Elmhorn (1965) reports a delinquency rate of 93 percent for 9-14 year olds in Sweden; Williams and Gold (1972) show an 88 percent rate of delinquency among 13-16 year old Americans; Farrington (1973) reports that 96 percent of his sample of English adolescents admitted to delinquent behaviour; and Frechette and LeBlanc (1979) record a 92.8 percent admitted rate of delinquency among 12-18 year olds in Montreal. These consistent findings have led researchers to hypothesize that delinquent behaviour is an "epiphenomenon of adolescence"(LeBlanc, 1983, pp.33). That is to say, for most young people, involvement in socially unacceptable behaviour is a transitory feature of adolescence, a resistence to and tesing of the acceptable norms of conduct as established by adult society.

If these indications of such high rates of delinquency are in fact due to an epiphenomenon of adolescence, the results should be consistent across samples of differing composition: the rate of delinquency among a sample of deaf adolescents should remain consistent with the delinquency rate of a sample of hearing adolescents.

C. Data collection

Because official statistics on the specific delinquency often do not contain the specific information of interest to researchers, self-report or self-disclosure measures are frequently used.

The use of the self-report measure of delinqency has the implicit concept of delinquency as any act that violates a law or ordinance, regardless of whether or not the violation has been perceived and acted upon. Some researchers refer to conceptual delinquency as applying only to actions which society perceives and responds to as being deviant (Becker, 1963; Erikson,1966). This second perspective results in a measure of society's reactions to deviant acts more than a measure of deviant acts themselves. Further, adolescents may perceive themselves as deviant whether or not they have been apprehended. From the point of view of the adolescent, then, the involvement in socially unacceptable behaviours may be as significant an influence as any sanctions society may impose against such behaviour. For these reasons the self-report measure of involvement in socially unacceptable behaviours is deemed preferable.

The measure

The self-report measure used is a modified form of the LeBlanc Study of Adolescent Activities (see Appendix A). Modifications were made to the questionnaire following consultation with four teachers of the hearing impaired at

Alberta School for the Deaf, Edmonton, Alberta. The questionnaire was adapted to accommodate deaf adolescent English language skills,[1] eliminate idiomatic phrasing, correct any ungrammatical aspects of the French-to-English translated form of the LeBlanc Survey, and to eliminate questions deemed inappropriate to the scope of this study.

In defence of the use of self-report measures, LeBlanc refers to the work of Hindelang and Hirschi (1979), and Hindelang, Hirschi, and Weis (1981) as support for the assumption that such measures are very reliable and basically valid. In fact a reliability figure of .89 was achieved in the use of the questionnaire in the ongoing work at the Universite de Montreal (Frechette & LeBlanc, 1979).

The subjects

The modified LeBlanc survey was administered to two groups of respondents. The first group consisted of deaf adolescents 12:00-17:11 years of age who were currently day or residential students at schools for the hearing impaired. The second groups consisted of hearing adolescents 12:00-17:11 years of age who were currently attending public school.

The deaf adolescents were identified as such on the basis of their enrolment in residential schools for the

---

[1]Deaf adolescent language skills as measured by reading achievement, consistently show such students to rarely achieve reading skills beyond fourth grade level.(DiFrancesca,1972; Rodda,1970; Conrad,1979; Savage, Evans, and Savage, 1981; Quigley and Paul,1984).

deaf. Their actual audiological status was not considered relevant to the definition because by virtue of their attendance at a school for the deaf, they were already functionally defined as 'not hearing'.

The hearing adolescents were identified as such by virtue of their enrolment in regular school programs. The hearing subjects were not given audiological screenings to ensure that they were free of hearing impairment. Their ability to function as hearing persons in the society of a hearing school gave them functional definition as hearing.

D. Focus of the study

The age range of 12-18 years for the respondents has been used to reflect the group of Canadian youths who are classified as Young Persons by the Young Offenders Act (YOA), the replacement to the Juvenile Delinquents Act (JDA). Any child within the 12-18 year limits, if accused of committing a legal or statutory transgression, will be dealt with as specified by the provisions in the Young Offenders Act. These provisions include the options of bringing the accused transgressor before a youth court, or employing 'alternate measures': "measures other than judicial proceedings under this Act used to deal with a young person alleged to have committed a crime" (Bala & Lilles, 1984,pp.2). Alternate measures may be used only in instances where the young person acknowledges his responsibility for the act that has brought him into conflict with the law. As

well, alternate measures may be considered only where "it is not inconsistent with the protection of society" (YOA, Para.3(1)(d)).

Hence, in dealing with an accused transgressor, the social agencies shall refer to the Young Offenders Act which governs the judicial processes or alternate measures employed, recognizing that the youth must bear responsibility for his acts, and that society has a responsibility to attempt to prevent crime, and to protect itself from crime. This emphasis on placing the responsibility for an offence with the offender is reflected in the opening statement of the Young Offenders Act, Annotated (Bala & Lilles, 1984):

> The term "young offender" means a young person who has violated any federal statute, rule or regulation. It also reflects the narrower offence jurisdiction of the YOA, and emphasizes that young persons are responsible for their illegal behavior. (pp.1)

This definition of a young offender partially identifies the adolescent involved in socially unacceptable behaviour. For the purposes of this study, the definition is expanded to include any adolescent involved in behaviour prohibited by written regulations applying to adolescents. These shall include regulations such as the Criminal Code, federal and provincial statutes, the School Act, alcohol control, the Young Offenders Act, the Motor Vehicles Act, and municipal regulations. More specifically, for this study, the socially unacceptable behaviors measured by the modified LeBlanc Survey include infractions that may be

grouped as criminal, statutory, and school infractions. [2] The three categories are comprised as follows:

Criminal infractions
- vandalism/arson
- assault
- theft
- battery
- drug use/trafficking
- fencing

Statutory infractions
- runaway
- alcohol

School infractions
- disruptive behaviour/rule violation
- suspension
- absenteeism

For all the infractions listed, the concern remains that the young person show responsibility in dealing with his transgression. This is of special interest to adults who work with deaf youth for, as Krippner and Easton (1972) concluded, because deafness intensifies the child's difficulty in finding a personal meaning in his or her existence, the deaf child often avoids responsibility for his or her own life functioning.

Under the provisions for alternate measures is the requirement that the offender does in fact accept responsibility for his or her own actions. If alternate measures are not an option available to the judicial agents, as a result of the youth's avoidance of responsibility for the offence, the only option is to proceed with the court action against the offender.

---

[2] For precise defintions of some of the included offences, see the Glossary, pp. 65.

If the findings of Krippner and Easton are valid, then one can forsee a youth court system handling a disproportionately large number of cases involving deaf offenders. Yet at this point, no conclusive literature exists as to what would be a proportionate number of deaf young offenders. Thus it becomes necessary to compile data on the nature and extent of delinquency among the deaf adolescent population and the hearing adolescent population, and then to compare these levels of delinquency.

E. Hypotheses to be tested

The hypothesis that involvement in socially unacceptable behaviours is an epiphenomenon of adolescence leads to the assumption that this delinquency should manifest itself in all adolescent populations. If this is true:

1. deaf young persons' level of involvement in socially unacceptable behaviours will not be significantly different from the hearing adolescents' level of involvement in socially unacceptable behaviours as follows:
   a) disclosure of individual infractions (=.05)
   b) indexed scores of delinquency (=.05)
2. the proportions of deaf adolescents involved in low, moderate, and high levels of delinquency should not differ from the proportions of hearing adolescents involved in low, moderate, and high

levels of delinquency ($p<.10$)

3. the trend should exist for the level of involvement in socially unaceptable behaviours to increase from the onset of adolescence to mid-adolescence, and then to decrease from mid-adolescence to late adolescence (index mean$_{,2}$<index mean$_{,3}$<index mean$_{,4}$ ≅index mean$_{,5}$ > index mean$_{,6}$ > index mean$_{,7}$).

II. Review of the literature

A. Introduction

It is not the purpose of this study to identify causes of delinquent behaviour should it be found to exist within the activities of the adolescent populations sampled. Neither is it the purpose of this study to attempt to draw character profiles for adolescents involved in the socially unacceptable behaviours included in the scope of this questionnaire-based study. It is the purpose of the research to compile data on the types of socially unacceptable behaviours that deaf and hearing adolescents admit having committed, and to compare the rates of delinquency in the two groups.

Because the primary purpose of the research is to establish the levels of involvement in socially unacceptable behaviour, and not to seek sociological or psychological explanations for these data, the literature deemed relevant to the study does not include extensive amounts of research into the psycho-social aspects of delinquency or deafness per se. It is considered appropriate to this study to limit the literature reviewed to that which is directly related to the epiphenomenon of juvenile delinquency as it exists among both the hearing and deaf populations, and to the collection of data regarding the incidence and prevalence of juvenile delinquency.

B. Delinquency among Juveniles

The research into adolescent involvement in socially unacceptable behaviour is confounded by the many and varied definitions and conceptualizations of delinquency. Gould (1969) offered a criminological definition of delinquent acts, a second definition for official delinquency, and a third definition for self-perceived delinquency. According to Gould, these three distinct definitions could be characterized as follows:

1) criminological delinquent act - defining as delinquent all acts which contravene offical, legal norms.

2) official delinquency - defining as delinquent only those acts responded to by some authority of social control,

3) self-perceived delinquency - defining as delinquent those who perceive themselves as delinquent or having participated in delinquent acts.

This problem of contradictory definitions is not yet resolved despite the attention it receives. LeBlanc (1983) redefines delinquency into three categories:

1)The social definition, as employed by Sellin (1938) and Cavan (1962), is based on the social usage of the term. If society perceives an act as being delinquent, then it is, defacto, delinquent.

2) The legal definition, as used by Durkheim (1895), Cloward and Ohlin (1960), and Hirschi (1969), defines as

delinquent, behaviour proscribed and sanctioned by agencies of social control.

3) The statutory definition, as used by Cavan (1969), and Reed and Baali (1972) defines as delinquent all acts prohibited by written regulations applying to adolescents. For Canadian adolescents these written regulation include the Criminal Code, federal and provincial statutes, the School Act, alcohol control, the Young Offenders Act, the Motor Vehicles Act, and municipal regulations.

Given the statutory definition of delinquency, research indicates that delinquency is "common among adolescents of 12-18 years of age - 92.8 percent admitted to having committed an infraction at least once over the past year"(LeBlanc, 1983,pp 33). Similarly, Haney and Gold (1973) report that of 522 respondents interviewed, 82.9 percent admitted to delinquent acts. Elmhorn (1965) shows a delinquency rate of 93 percent among 9-13 year old Swedes. Williams and Gold (1972) report that 88 percent of 13-16 year old Americans admitted delinquent behaviour. As well, Farrington (1973) reports 96 percent of the English working-class respondents admitted delinquency.

The consistency of delinquency rates across various samples would suggest that the composition of the sample is of small consequencece to the results of the delinquency self-report measure. That is to say that all adolescent populations can be characterized by their involvement in

socially unacceptable behaviour.

That delinquency may be an epiphenomenon of adolescence has been postulated by Matza(1964), and supported by the work of LeBlanc (1977), Gold and Reimer (1975), and Lawrence and Shireman (1980). This epiphenomenon is attributed to the adolescent process of testing the norms of conduct established by adult society. According to LeBlanc (1983):

> This interpretation denies that certain individuals or social groups are more predisposed than others to violate the norms of conduct, but this does not mean that all adolescents regularly violate all of them. The majority do so occasionally as a challenge, through incitement, for pleasure, or out of ignorance. In short, this delinquency is concomitant with adolescence, but it is not necessarily an essential characteristic of it. (pp.34)

LeBlanc interprets delinquency at adolescence as an inherent part of the socialization process.

The general tendency to delinquent activity during adolescence may be examined more closely to determine its exact nature. For relatively minor infractions, delinquency increases until mid-adolescence, levels off, and then subsides by adulthood (Wolfgang,1978; Gold & Petronio, 1980). This trend would seem consistent with the postulation that for many adolescents, involvement in unacceptable behaviours is a manifestation of the socialization process and that as socialization occurs, the need to test adult norms through delinquency subsides. This trend has been found to peak at about age 15 for both males and females (Gold & Petronio, 1980).

Hundt and Hardt (1965), Warren (1969,1971), Cross and Tracey (1971), Davis (1973), and Davis and Cropley (1976) employ this socialization approach in their studies of delinquency. Using an 'interpersonal maturity scale' as devised by Sullivan, Grant, and Grant, (1957), the work of these ressearchers would support the tendency to identify delinquent behaviour with incomplete socialization and immaturity. Davis (1973) and Davis and Cropley (1976) studying Canadian delinquent juvenile males, found a positive correlation between low level maturity and recidivism; a negative correlation between high maturity and recidivism. This would suggest that rate of delinquent activity is at least maturity-related if not age-related as portrayed in the Gold and Petronio (1980) study.

C. Delinquency among Deaf Adolescents

In a study undertaken by Glueck and Glueck in 1950, a group of delinquent control subjects was matched to a group of juvenile delinquents. They found no difference in the incidence of hearing loss between the two groups. One might conclude, however, that the tendency for courts to treat deaf adolescents with leniency would have, in fact, created a bias within the group of delinquents that did not exist within the control group. For this reason the selection procedures may have invalidated any generalization of incidence of hearing loss from the sample to the population.

In an earlier project (Springer, 1938) using teacher ratings, deaf adolescent males were judged more prone to outbursts of anger, and stealing than were hearing controls. However, the residential status of the deaf adolescents may be anticipated to produce two possible biases: 1) the teachers' contact with the deaf students was more extensive than in the hearing control group, and 2) the effect of residential lifestyles may have resulted in the deaf males having a different perception of societal norms than the hearing males. These biases were not controlled for by Springer.

Having reviewed the available literature on adjustment of physically disabled persons, Barker (1953) concluded "that there was no strong relationship between delinquency and deafness" (Klaber and Falek, 1963, pp. 141).

Yet the most significant comment on the study of delinquency in deaf populations remains the scarcity of research and data. Klaber and Falek (1963) found their initial attempts to study deaf persons in conflict with the law thwarted by the fact that law enforcement agencies, state mental hospitals, and correctional institutions in the state of New York were not required to indicate the hearing status of the offender. As a result, Klaber and Falek revised their study to focus on a sample of known deaf offenders. Again the criticism must be made that, given the documented leniency of the law toward deaf individuals (Best, 1943; Wigmore, 1940), the sample of offenders actually

contacted by Klaber and Falek does not represent the full continuum of deaf offenders and is in fact weighted to include the more serious or persistent criminals with whom the law cannot deal leniently. Of the 51 offenders that Klaber and Falek did identify and study, 21 were minors whose offences ranged from vagrancy to assault with assault being the most frequent offence.

In Great Britain, Denmark (1985) surveyed deaf patients referred for psychiatric assessment as a result of coming into conflict with the law. Of these patients, 21% had been charged with assault, 43% for property offences, 33% with sexual charges, and 3% for other miscellaneous infractions. Although the sample in Denmark's study is admittedly biased by having been composed of only known offenders, the high incidence of assault charges is consistent with the findings of Klaber and Falek two decades earlier.

D. Self-report Measures of Delinquency

Traditionally measurement of delinquency and delinquents has come from official court or police records. This method of collecting data has inherent problems: 1)systems of recordkeeping are recent and imperfect, 2) varying referral practices result in varying numbers,and 3) jurisdictional procedures vary. Merton (1957) noted that the information kept in records may not be that desired by the researcher. As he suggests:

> 'Juvenile delinquency' and what it encompasses is a form of deviant behaviour for which the

> epidemiological data as it were may not be at hand. You may have to go out and collect your own appropriately organized data rather than to take those which are ready-made by governmental agencies.(pp.32)

Merton also denigrates official statistics as being unreliable due to successive layers of error between the actual event and the recorded event, between the actual rates of behaviour and the records of deviant behaviour. In 1973, Haney and Gold reported an example of this discrepancy: while up to one third of girls age 13-16 surveyed admitted involvement in illegal drinking, stealing, vandalism, or threatened assault, only 3 percent were apprehended, even fewer taken to juvenile court and offically labelled as delinquents.

Because of such limitations in the use of officially recorded delinquency statistics, the use of self-report delinquency measures has gained acceptance. Most significant in establishing the tradition of self-report is the work of James F. Short and F. Ivan Nye (1957, 1958). While Nye and Short stressed the importance of anonymity in the collection of self-reported data, this method posed problems for research into the validity and reliability of the self-report procedure. Kulik, Stein, and Sarbin (1968) undertook to determine whether anonymity is a necessary requirement for candid self-report of socially unacceptable behaviour. They concluded that anonymity was not an essential condition of the self-report method. The finding that anonymity was not essential to self-disclosure allowed

study of the self-report delinquency checklist (DCL) correlations in anonymous and nonanonymous administrations.

Hindelang et al. (1979, 1981) conducted a comprehensive study of measurement in delinquency research. Having reviewed the literature on official and self-report measures, assessed the influence of various methodological factors, and performed secondary analysis to examine validity and reliability of various self-report measures (Short & Nye; Gold; Empey & Erikson; Hirschi; Hindelang; Weiss; Elliot & Voss; Bachman; Reiss), Hindelang was able to formulate conclusions regarding the collection of data on delinquency. Most significantly, Hindelang concluded that self-report measures and official measures do not produce discrepant results. On the basis of this conclusion, Hindelang studied Seattle, Washington, youths age 14-18 years, to compare and validate measures of delinquency. He found that:

1) youngsters will self-report their delinquent activities,
2) self-reports are very reliable and basically valid,
3) respondents will self-disclose crime not known to justice authorities,
4) respondents will self-disclose crime known to justice authorities,
5) there are no significant effects of method of administration (anonymous questionnaire, nonanonymous questionnaire, anonymous interview, nonanonymous interview) on the prevalence , incidence, validity, or reliability of

self-report measures.

Hindelang's findings that self-report measures are very reliable is consistent with the earlier findings of Kulik, Stein, and Sarbin (1968) and Farrington (1973). Of particular interest is the finding that self-report measures are equally reliable for different categories of respondents (grouped by sex, race, class, or delinquency status) and for the four main methods of administration of self-report that Hindelang tested (anonymous questionnaire, nonanonymous questionnaire, anonymous interview, and nonanonymous interview). Further, Hindelang found that the possible "interviewer effect" on validity does not affect the accuracy of the responses.

E. Summary

Previous research into adolescent involvement in delinquency using diverse approaches in measurement, shows the phenomenon to be widespread in various populations, and correlated to maturation and socialization into adult norms of behaviour. In the past however, the study of delinquency through the examination of official statistics has produced only minimal information about delinquency among deaf adolescents. To access information not found in official records it becomes necessary to go directly to the source of the information - the adolescents themselves. The expanding use of self-report measures since the work of Nye and Short (1957) has grown in acceptability as professionals recognize

the value of the information self-reports disclose, and as researchers seek to verify the reliability and validity of this research method. In Canada, the work of LeBlanc and his associates at the Universite de Montreal represents one of the most comprehensive, ongoing investigations of delinquency in this society. It does not, however, address the problem of delinquency in one specific minority community - the deaf community.

III. Procedures

A. Subjects

The modified LeBLanc Study of Adolescent Activities (see page 3 and Appendix A) was administered to adolescents who are defined under the Young Offenders Act as 'young persons'. A young person is one who in the absence of evidence to the contrary appears to be at least 12 years of age, but who has not yet reached the age of 18. The young persons surveyed in this study were all currently attending school. The deaf group of respondents were attending schools for the deaf; the hearing respondents were enrolled in regular public school programs.

B. Subject selection

From a list of Canadian schools having programs for hearing impaired youths, five were randomly selected and their participation in the study sought. Two of these schools agreed to participate. All young persons in these schools were approached to be potential respondents. The participating schools were the Alberta School for the Deaf in Edmonton, Alberta, and the Atlantic Provinces' Centre for the Hearing Handicapped in Amherst, Nova Scotia. Due to financial constraints, the hearing subjects were all located within Alberta. Lethbridge City School System was selected and the schools participating from that system were nominated by the personnel in charge of student services in

such a way as to include a cross-section of rural and urban students from a broad spectrum of cultural and economic backgrounds. From the class lists of students at Wilson Junior High School and Lethbridge Collegiate Institute, 120 potential respondents were randomly selected.

C. Data collection procedures

Following a school's agreement to participate in the study, the potential respondents were provided with a brief letter outlining the study, together with a parent permission form (see Appendix B). The sample therefore consisted of the 38 deaf and 56 hearing students whose parents or guardians granted permission for their participation in the study.

In administering the survey, the administrators used the mode of communication normally employed in the school. Deaf students were presented with each question in the questionnaire using a total communication method involving both oral/aural communication and the sign system used in their respective schools. Following the presentation of each question the students were given time to indicate on the questionnaire itself their response. This method of administering the questionnaire was used to eliminate the possibility that the results of the survey would be confounded by the poor reading skills of deaf students. This was a concern because of the consistent findings that many deaf adolescents comprehend written English at a grade 3-5

level (Pellman, 1977).

The hearing respondents completed the questionnaire independently, asking the administrator for clarification on any test items of concern.

For both the hearing and deaf respondents, the administration of the questionnaires was completed at the schools convenience, through group administration.

D. Survey administrators

All of the deaf students were administered the survey by certified teachers of the hearing impaired: Mrs. P. Cameron at the Atlantic Provinces' Centre for the Hearing Handicapped, and Mrs. S. Cuthbert and Ms. P. Hill at Alberta School for the Deaf. The hearing participants were administered the survey by Ms. P. Hill at Lethbridge Collegiate Institute and at Wilson Junior High School.

E. Survey content

The subjects were administered the survey which consisted of seven thematic units:

General Information

School

Friends

Family

Perception of Justice I

Recreation

Perception of Justice II

Each section excluding General Information contained questions which required the student to self-report his level of involvement in socially unacceptable behaviours. The disclosed delinquency provides the information by which involvement in socially unacceptable behaviours is defined. It is important to recognize that the information gathered is strictly behavioural: in other words, it refers only to the nature of the delinquent acts and not to the nature of the young persons. Furthermore, involvement in delinquent activities does not render the individual delinquent unless a degree of seriousness and persistence is also a part of the delinquent behaviour. The behaviour itself is only a behaviour and not a sociological or psychological label. As Frechette and LeBlanc (1979) assert in discussing studies of delinquent behaviour:

> ce niveau de mesure se doit de demeurer pu en quelque sort, ou non-contamine par des composantes d'un autre order, psychologique, culturel, social, or autre, et essentiellment representatif de ce qui peut etre designe le "fait delictueux"(pp.18)

This type of measure must remain pure in some way, uncontaminated by psychological, cultural, social, or other factors, and essentially representative of those which are designated the unlawful deeds.

And so it is in that spirit that the questionnaire and the involvements revealed by it are viewed: as a purely behavioural measure of delinquency without contamination by the sociological, psychological, or cultural questions that were beyond the scope of this study. Instead, the task of

assessing levels of disclosed delinquency remained the primary task.

Reliability and Validity of the Survey

Reliability is an assessment of the measurement tool's consistency. Most often for self-report measures, the use of internal consistency is used as a check of the reliability of confessed delinquency. While Hirschi (1969) reported only modest correlations among disclosures of six types of crime measured, Clark and Tifft (1966) achieved an 81.5 percent consistency of response. Similarly, Dentler and Monroe (1961) and Kulik et al. (1968) found a very high reliability of response using questionnaire measures of delinquency. The measurement of internal consistency based on repeated questions was planned for this study. However, in meeting the requests of the cooperating schools, the redundant questions were eliminated before approval to conduct the research was obtained.

Questions 3.12 and 4.22 are structured such that any admission of involvement in delinquency in Q.4.22 should also have been disclosed in Q.3.12. In fact a correlation coefficient of +.55 was obtained, indicating a degree of reliability in the disclosure obtained with the modified LaBlanc Study of Adolescent Activities.

Validity refers to the accuracy with which a research tool such as a questionnaire measures the concept being studied. A researcher may seek to validate a measure in

three ways: 1)self-report validated by self-report, 2)known group validation, and 3) self-report validated against official measures. None of these three methods is particularly conclusive due to the fact that neither self-report, nor labelled delinquencies, nor official records, are definitive measures against which to be assessed.

Despite these difficulties, as an assessment of the respondent's image of himself as involved in delinquent behaviours, the self-report measure remains reliable and basically valid (Hindelang et al., 1979,1981).

Raw data treatment

The raw data used in this study include the young persons' responses to questions concerning their involvement in delinquent behaviours. This disclosed data for the levels of delinquency among hearing and deaf adolescents was examined to determine whether or not the two samples differed significantly in their levels of involvement in any of the individual infractions surveyed. (Hypothesis 1a)

Indexed data treatment

In assessing disclosed delinquency, twenty-two questions within the survey asked the respondents to reveal their behaviour as it might concern fifteen criminal infractions, two statutory infractions and five school infractions (see Appendix B). For each of these twenty-two

questions each respondent was given an index score of 0 (no infraction disclosed) or 1 (one or more infractions disclosed), depending upon his response. The total index was then calculated for each youth through a summation of the twenty-two categories. Total index scores could therefore vary from 0 to 22. These index scores were used to assess:

a) whether hearing and deaf youths differ in their indexed scores of delinquency (Hypothesis 1b),

b) the proportion of hearing respondents involved in low moderate, and high levels of delinquent behaviours as compared to the proportion of deaf respondents involved in low, moderate, and high levels of delinquent behaviours (Hypothesis 2),

c) age related trends of involvement in delinquent behaviours for both the hearing and deaf samples of young persons (Hypothesis 3).

IV. Results

The data to be used in this study consisted of the survey responses given by 56 hearing youths attending school in Alberta, and 38 deaf youths attending school in Alberta or the Maritime provinces. The age and sex distributions of the hearing and deaf samples are shown in Table IV.I.

The 94 survey respondents, in completing the survey, answered 22 targeted questions concerning their involvement in socially unacceptable behaviours. The frequency tables of responses to each of the 22 targeted questions are presented in Tables IV.2 - IV.23. These tables are grouped by infractions as Criminal (Tables IV.2IV.16), Statutory (Tables IV.17-IV.18), and School (Tables IV.19-IV.23).

The number of respondents to each question varies slightly from the possible total of ninety-four respondents. This is due to the fact that the adolescents were instructed "If you do not wish to answer a specific question, leave it unanswered and go on to the next question." (See Appendix A, Study of Adolescent Activites). Some students exercised this option, thereby reducing the total number of responses to each question.

Age	Deaf		Hearing		
	male	female	male	female	
12	4	1	4	4	13
13	4	2	3	1	10
14	3	2	2	12	20
15	4	4	3	3	14
16	5	2	2	8	17
17	4	3	9	4	20
	24	14	24	32	N=94

Table IV.1 Distribution of survey respondents by age, sex, and hearing status

Table IV.2 Disclosed Vandalism - Q.3.12

	Hearing	Deaf	
a. never	38	21	
b. once or twice	17	13	
c. very often	1	2	
d. very often	0	1	
	56	37	n=93

Table IV.3 Disclosed Theft of School Property - Q.3.17

	Hearing	Deaf	
a. never	46	23	
b. once or twice	7	11	
c. several times	2	2	
d. very often	1	1	
	56	37	n=93

Table IV.4 Disclosed Vandalism - Q.4.22

	Hearing	Deaf	
a. never	39	22	
b. once or twice	15	14	
c. several times	2	2	
d. very often	0	0	
	56	38	n=94

Table IV.5 Disclosed Theft of Vehicle - Q.5.2

	Hearing	Deaf	
a. never	49	35	
b. once or twice	5	3	
c. several times	2	0	
d. very often	0	0	
	56	38	n=94

Table IV.6 Disclosed Assault - Q.5.7

	Hearing	Deaf	
a. never	48	20	
b. once or twice	7	16	
c. several times	0	0	
d. very often	1	2	
	56	38	n=94

Table IV.7 Disclosed Court Appearances - Q.6.9

	Hearing	Deaf	
a. never	53	33	
b. yes, this year	3	4	
c. yes, but not this year	0	0	
	56	37	n=93

Table IV.8 Disclosed Shoplifting - Q.7.4

	Hearing	Deaf	
a. never	38	23	
b. once or twice	17	10	
c. several times	0	2	
d. very often	1	2	
	56	37	n=93

Table IV.9 Disclosed Involvement in Fights - Q.7.10

	Hearing	Deaf	
a. never	36	13	
b. once or twice	16	17	
c. several times	2	3	
d. very often	2	5	
	56	38	n=94

Table IV.10 Disclosed Armed Assault - Q.8.14

	Hearing	Deaf	
a. never	51	28	
b. once or twice	4	4	
c. several times	0	2	
d. very often	1	3	
	56	37	n=93

Table IV.11 Disclosed Illicit Drug Use - Q.8.16

	Hearing	Deaf	
a. never	34	25	
b. once or twice	11	9	
c. several times	9	2	
d. very often	2	1	
	56	37	n=93

Table IV.12 Disclosed Trafficking - Q.10.10

	Hearing	Deaf	
a. never	54	33	
b. once or twice	1	2	
c. several times	0	0	
d. very often	1	2	
	56	37	n=93

Table IV.13 Disclosed Break and Enter - Q.11.15

	Hearing	Deaf	
a. never	53	26	
b. once or twice	3	8	
c. several times	0	2	
d. very often	0	0	
	56	36	n=92

Table IV.14 Disclosed Arson - Q.12.3

	Hearing	Deaf	
a. never	50	29	
b. once or twice	4	6	
c. several times	1	1	
d. very often	1	1	
	56	37	n=93

Table IV.15 Disclosed Illicit Drug Use - Q.13.5

	Hearing	Deaf	
a. never	35	25	
b. few times/year	9	3	
c. few times/month	10	4	
d. few times/week	1	2	
e. few times/day	1	3	
	56	37	n=93

Table IV.16 Disclosed Fencing - Q.14.10

	Hearing	Deaf	
a. never	44	28	
b. once or twice	7	5	
c. several times	4	3	
d. very often	1	1	
	56	37	n=93

Table IV.17 Disclosed Alcohol Consumption - Q.9.5

	Hearing	Deaf	
a. at least 1/week	10	7	
b. 2-3 times/month	11	5	
c. 1/month	13	7	
d. 1/year	12	7	
e. never	10	11	
	56	37	n=93

Table IV.18 Disclosed Runaway - Q.9.3

	Hearing	Deaf	
a. never	54	32	
b. once or twice	2	4	
c. several times	0	1	
d. very often	0	0	
	56	37	n=93

Table IV.19 Disclosed Disruptive Behaviour - Q.1.3

	Hearing	Deaf	
a. never	18	7	
b. once or twice	26	15	
c. several times	9	11	
d. very often	3	5	
	56	38	n=94

Table IV.20 Disclosed School Suspension - Q.3.11

	Hearing	Deaf	
a. never	50	30	
b. once or twice	5	5	
c. several times	0	1	
d. very often	1	1	
	56	37	n=93

Table IV.21 Disclosed Class Skipping - Q.3.13

	Hearing	Deaf	
a. never	26	25	
b. once or twice	20	10	
c. several times	4	2	
d. very often	6	0	
	56	37	n=93

Table IV.22 Disclosed Cheating on Tests - Q.4.19

	Hearing	Deaf	
a. never	27	26	
b. once or twice	24	10	
c. several times	5	2	
d. very often	0	0	
	56	38	n=94

Table IV.23 Disclosed Truancy - Q.4.2

	Hearing	Deaf	
a. never	23	24	
b. once or twice	21	12	
c. several times	9	1	
d. very often	3	1	
	56	38	n=94

A chi square test for differences among the multiple choice responses offered by the deaf and the hearing groups was completed for each of the 22 questions. The results are shown in Table IV.24.

Table IV.24. χ^2 test for differences between hearing and deaf responses

Target Question	χ^2	df	p	p .10
1.3	5.2364	3	0.1553	p $\not<$ .10
3.11	2.2105	3	0.5299	p $\not<$ .10
3.12	3.0088	3	0.3903	p $\not<$ .10
3.13	6.4052	3	0.0935	p < .10*
3.17	4.8774	3	0.1810	p $\not<$ .10
4.19	3.7603	2	0.1526	p $\not<$ .10
4.21	6.6737	3	0.0831	p < .10*
4.22	1.3758	2	0.5026	p $\not<$ .10
5.2	1.4393	2	0.4869	p $\not<$ .10
5.7	12.3920	2	0.0020	p < .10*
6.9	0.3297	1	0.5658	p $\not<$ .10
7.4	4.1272	3	0.2481	p $\not<$ .10
7.10	9.2026	3	0.0267	p < .10**
8.14	6.1677	3	0.1084	p $\not<$ .10
8.16	2.5870	3	0.4598	p $\not<$ .10
9.3	3.5615	2	0.1685	p $\not<$ .10
9.5	2.1509	4	0.7080	p $\not<$ .10
10.10	1.9347	2	0.3801	p $\not<$ .10
11.15	9.6068	2	0.0082	p < .10***
12.3	2.1920	3	0.5335	p $\not<$ .10
13.5	4.8939	4	0.2984	p $\not<$ .10
14.10	0.1566	3	0.9843	p $\not<$ .10

*.10 p < .05
**.05 p < .025
***.01 p < .005

A. Significant differences

Question 3.13 asked the respondents to disclose class skipping habits. Of the hearing youths, 54 percent skipped class, whereas only 32 percent of the deaf youths reported having skipped class. Using the chi square test this is calculated to be significant at the .10 level of confidence.

Question 4.21 queries the adolescents' practices of skipping school i.e. truancy. As with question 3.13, a significant difference was revealed by the chi square test. The difference significant at the .10 confidence level was due to the tendency for 59 percent of the hearing youths to report truancy whereas only 37 percent of the deaf youths disclosed truancy.

Question 5.7 revealed that 14.3 percent of the hearing youths disclosed having "beat up" someone in the past year. Among the deaf sample, 47.4 percent disclosed having been involved in such an activity. A chi-square test finds this to be significant at the .10 level of confidence.

Question 7.10 as well, regards involvement in assault, here in terms of being in fights among teenagers. The responses reveal that 35.6 percent of the hearing and 65.8 percent of the deaf respondents disclosed such activity. A chi square test finds this difference to be significant at the .10 level of confidence.

Question 11.15 asked the respondents to disclose having committed a "break and enter" offence. In answering question 11.15, 5.4 percent of the hearing and 27.8 percent of the

deaf youths reported involvement in break and enter behaviours in the past year. Using a chi-square test, this difference is shown to be significant at the .10 level of confidence.

Thus for questions 3.13, 4.21, 5.7, 7.10, and 11.15 the hypothesis that no difference shall exist between the delinquency disclosed by the deaf and hearing samples is rejected at the .10 level of confidence.

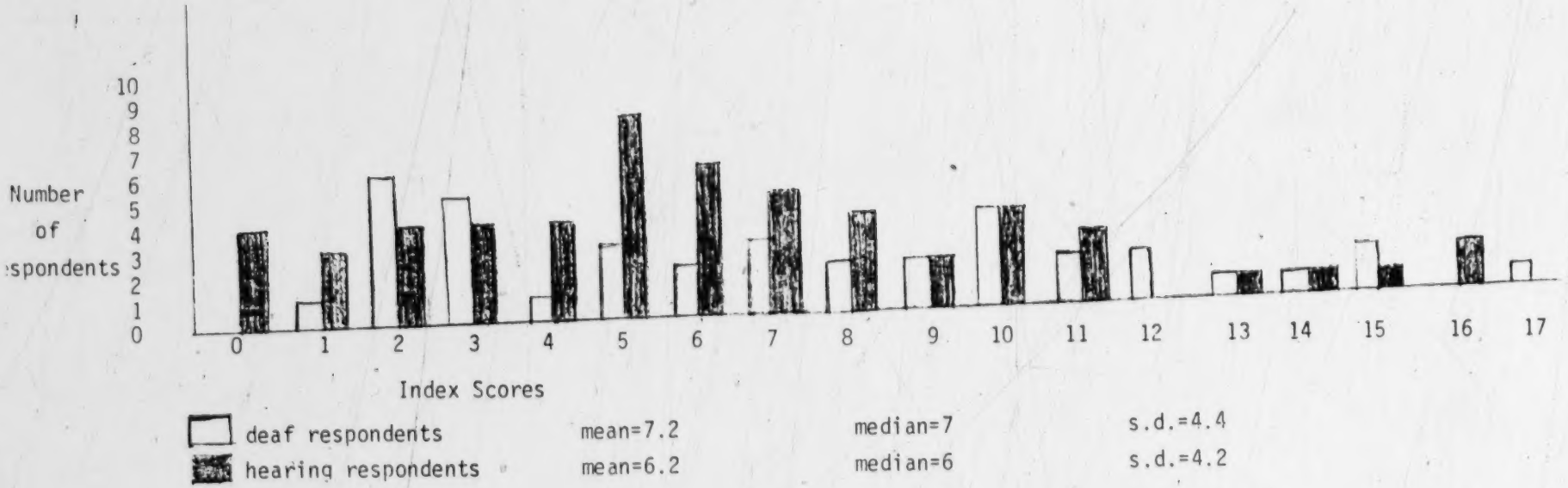
B. Indexed results

For each of the target questions, the youths' responses were converted to index scores. The 'did not' response was scored as a zero (0); the 'did' response as a one (1). Each of the respondents then received a summative index score of 0-22 based on his 0 (did not) and 1 (did) responses to the 22 target questions in the survey.

The index scores for the deaf adolescents ranged from 1-17 with no respondents scoring an index of 0 (indicating no disclosed delinquency). The index scores for the hearing youths ranged from 0-16. The deaf youths' index mean was 7.2, the median 7, and the standard deviation 4.4, whereas the hearing youths' mean was 6.2, the median 6, and the standard deviation 4.2 (see Figure IV.1). To test for the significance of this difference, a two-tailed t test was performed revealing a t value of 11.11 with 92 degrees of freedom. This is deemed to be significant at the 0.001 level of confidence. As well a proportions test to evaluate the

difference between the proportions of deaf and hearing youths revealing delinquent activities produced a z value of 17.5, significant beyond the .001 level. Thus the hypothesis that the proportion of deaf individuals involved in delinquency is equal to the proportion of hearing individuals involved in delinquency is rejected at the 0.05 level of confidence.

Figure IV.1 Distribution of Index Scores of Disclosed Delinquency for Deaf and Hearing Respondents



The index scores were then grouped as low delinquency (index of 0-4), moderate delinquency (index of 5-9), and high delinquency (index of 10 or more). These groupings were used to parallel Frechette and LeBlanc's classifications for levels of delinquency. The actual values have been scaled to be equivalent to those used by the Montreal group who had a total possible index score of 39 as compared to the total possible index score of 22 used here.

Proportions tests on the grouped data are shown in Table IV.25.

Table IV.25 Proportions test for low, moderate and high levels of delinquency between hearing and deaf groups.

Index Scores	Hearing p	Deaf p	z*	Significance
0 - 4 low delinquency	.33	.35	.204	n.s.
5 - 9 moderate delinquency	.45	.32	1.310	n.s.
10 or more high delinquency	.21	.34	1.420	n.s.

*critical value z=1.96 at 0.05 level of confidence

The hypothesis that the proportions of hearing adolescents involved in low, moderate, and high levels of socially unacceptable behaviours will not differ from the proportion of deaf adolescents involved in such behaviours is accepted at the .05 level of significance.

C. Trends within the data

The index scores received by the deaf and hearing respondents were examined to investigate any age-related trends for involvement in socially unacceptable behaviours. The index scores for the age groups 12, 13, 14, 15, 16, and 17 years are portrayed in the box and whiskers figure below.

When the outliers at ages 12,13, and 17 have been discounted, the index means for each age are as follows:

$\bar{x}_{,2}=3.7$

$\bar{x}_{,3}=5.3$

$\bar{x}_{,4}=7.4$

$\bar{x}_{,5}=7.3$

$\bar{x}_{,6}=5.5$

$\bar{x}_{,7}=6.1$

The trend for the index mean scores to increase from early adolescence to midadolescence, to peak, and then to decrease from mid-adolescence to late adolescence supports hypothesis 3, with the exception of the uncharacteristic increase in the index mean scores from age 16 to 17. To examine this unusual tendency closer, the data were grouped separately for male and female, for deaf and hearing respondents. The

index mean scores for all respondents at each ages are plotted in Figures IV.3 and IV.4.

Figure IV.2 Box and Whisker display for index scores by age

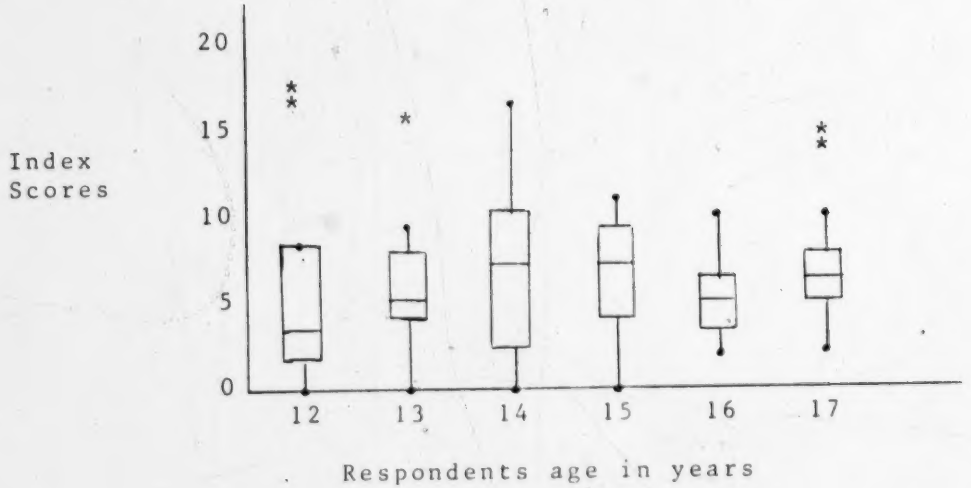


Figure IV. 3 Index means by age group, male and female

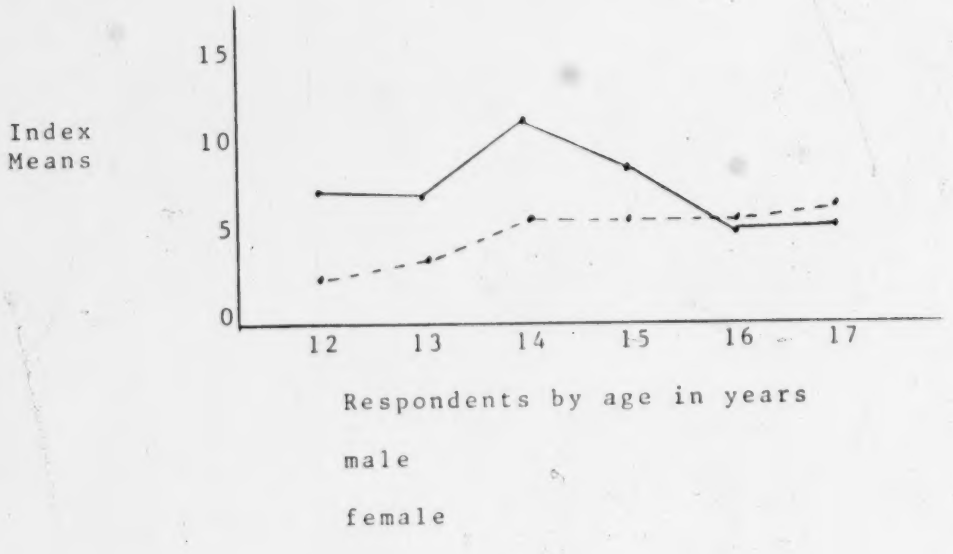
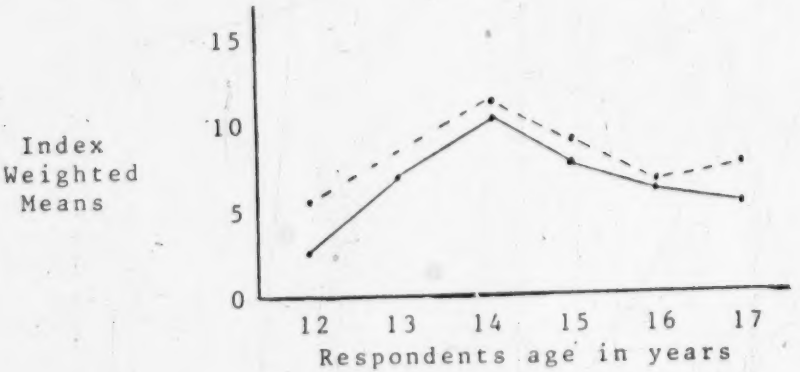


Figure IV.4 Index means by age for hearing and deaf respondents*



hearing-----

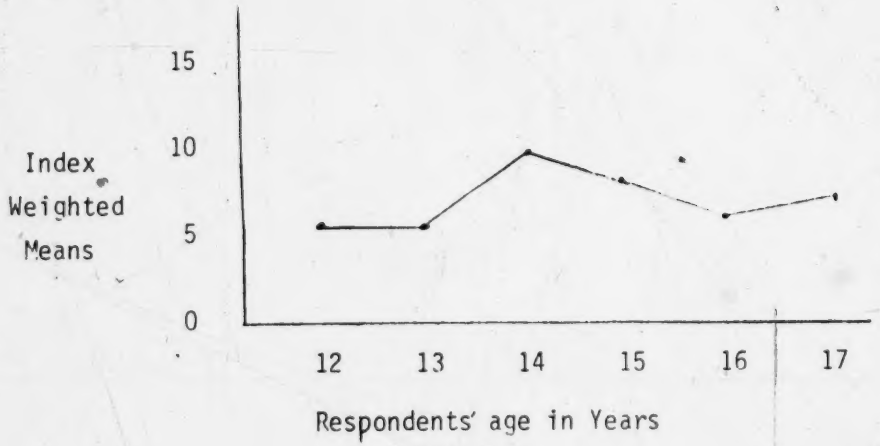
deaf ———

* the weighted mean for hearing 13 year olds was 1.33 but was considered invalid as it was calculated from a cell of less than five respondents.

When calculated separately for deaf and hearing respondents as in Figure IV.4, the weighted means for each group continue to peak at age 14. The unusal index mean score increase from age 16 to age 17 originally seen in the total index means can be seen to be a factor of the hearing sample component in the total means. That is to say, when means for the deaf students are calculated separately as shown in Figure IV.4, the means for deaf students continue to derease after the peak at age 14, wheras the means for the hearing students show the atypical increase from age 16 to age 17. The sample size is, however, too small to allow a further analysis to investigate which portion of the hearing group, male or female or both, is responsible for this increase in mean index scores from age 16 to age 17.

As the means tend to differ between female respondents, and for hearing and deaf respondents. the sexes, and the distribution of males and females to vary both within and between groups, the total means by age groups are weighted values. The weighted means are shown in Figure IV.5

Figure IV.5 Total Index means by age groups



This tendency for both males and females to reach their peak level of involvement in delinquency at midadolescence is consistent with the findings of Gold and Petronio (1980), and Wolfgang (1978). This peaking trend is the basis of the theory of adolescent delinquency as an epiphenomenon of that developmental period.

V. Discussion and Implications

A. Summary of the Study

The major purpose of this study was to investigate whether the delinquency level among deaf young persons attending schools for the deaf in Canada was significantly different from the delinquency level among Canadian hearing young persons attending school. In order to explore this question, 38 deaf adolescents and 56 hearing adolescents were surveyed using a modified LeBlanc Survey of Adolescent Activities (see Appendix A). This self-report survey was completed during the period January, 1985 through May, 1985. Significant differences were found for levels of involvement in truancy, break and enter, and assault and battery, and again in the overall index of delinquency.

B. Findings

Although the deaf and hearing samples differred significantly in their responses to only five of the twentytwo disclosure of delinquency questions, it is important to consider these differences. Hearing youths are more prone to skip both individual classes and entire school days than are deaf youths; deaf youths are more likely to be involved in aggressive assault and battery, and in break and enter than are hearing youths.

The difference in the truancy disclosures given by the deaf and hearing students may be largely dependent on two

factors which could have resulted in the lower level of truancy among the deaf. First, a deaf student is usually one of approximately only eight students in any given class. As his absence would be quite obvious,he may be less likely to risk the consequences of trying to skip school unapprehended. Secondly, the sample of deaf students included in this study was exclusively drawn from schools for the deaf where at least a portion of the students were residential, whose house-parents were directly answerable to the school administration should the student attempt truancy. For these reasons, the lower levels of truancy reported by the deaf respondents responding to questions 3.13 and 4.21 are in fact to be anticipated.

As concerns the tendency for deaf students to be more involved than their hearing peers in fights, and 'beating someone up', one may turn to the literature on behaviour problems among deaf children and adolescents and see that aggressive behaviour is commonly cited as a major concern of professionals working with behaviour disturbances in the deaf population (Denmark, 1985; Van Uden[3]; Meadow, 1980; Denmark et al., 1979; Freeman, 1979; Meadow & Trybus, 1979; Schlesinger, 1978). This is also linked at least in theory to the low level of linguistic competency and the expressive frustrations that may lead an individual to act out his anxieties when the normal channels of communciation fail. The deaf student is particularly prone to the frustration

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[3]personal communication, February 13, 1985

that comes from having a limited audience that understands whatever it may be he is trying to discuss or express. And as Neyhus and Austin (1980) remind us, despite the abundance of information on the various theories of development and adolescent development, "little information has been brought to bear on one particular group... What does it mean to be an adolescent and deaf at the same time? " (pp.261)

The tendency for deaf youths to break and enter for the purposes of acquiring something that they desire may also be in part due to a lack of understanding of the social norms of privacy and personal property, that is linked to communicative breakdown between what society is trying to teach adolescents about respect for the privacy of others, and what is understood; the breakdown between an educational system's attempts to establish communicative fluency and the inadequacies of the communicative content: 'all talk and no message'. But it is the hypothesis of this researcher that the answer, at least in part, to the large differences between hearing adolescents' delinquent behaviours such as break and enter, and the deaf adolescents' delinquent behaviours is a combination of Bandurian role modelling (Bandura, 1977; Bandura & Walters, 1963), and Skinnerian reinforcement (1938). That is to say the the two adolescent populations, deaf and hearing, are subject to different role models which as Bandura emphasizes are extremely important during adolescence. Further, the two populations are subject to different schedules of reinforcement/extinction of

behaviours because they belong to separate communities each with their own values.

In a community as small as the deaf community, the activities of a few delinquent adolescents can become overwhelming as role models in adolescence when peer pressure is so extremely influential. Further, in the greater community where the majority of law enforcement agents are poorly prepared to communicate with a deaf alleged offender, it is sometimes a practice to show leniency, give a warning, and return the adolescent to his guardians. This reinforces the notion that delinquency is allowed for the deaf offender. This possibility was reflected in the responses given by the deaf adolescents when asked to disclose their perceptions of justice. To each of the perception of consequences of coming into conflict with the law, the deaf differed significantly from their hearing peers. The findings to Questions 5.1, 5.4, 12.1, 12.2, and 12.5 are presented here as support for the hypothesis that deaf youths do not perceive themselves to be subject to the law in the same manner as do the hearing youths.

Perceptions of Justice

Q.5.1 Imagine that you take something of large value ($50.00 or more) that is not yours. What is the chance that you will be picked up by the police and brought to the police station?

	Deaf	Hearing
a. never	21.0%	9.1%
b. slight chance	7.9%	27.3%
c. fair chance	10.5%	20.3%
d. good chance	18.4%	18.2%
e. strong chance	42.1%	25.5%

X^2 9.84390 df 4 significant at 0.05 level of confidence

Q.5.4 Imagine you take something from a store without paying for it. What are you chances of being picked up by the police and brought to the police station?

	Deaf	Hearing
a. never	23.7%	10.9%
b. slight chance	13.2%	16.4%
c. fair chance	7.9%	30.9%
d. good chance	18.4%	21.4%
e. strong chance	36.6%	20.0%

$X^2$10.46065 df 4 significant at 0.05 level of confidence

Q.12.2 Imagine you take a car without permission. Will you be picked up by the police?

	Deaf	Hearing
a. never	34.2%	10.7%
b. not likely	8.1%	17.9%
c. probably	13.5%	41.1%
d. certainly	35.1%	30.4%

X^2 17.25805 df 3 significant at 0.05 level of confidence

Q.12.12 Imagine you are taken to the police station. What will happen?

	Deaf	Hearing
a. I will go to jail.	2.7%	0.0%
b. I will have to go to court.	40.5%	56.4%
c. I will be sent home with my parents (guardians).	24.3%	34.5%
d. The police will just let me go.	32.4%	9.1%

X^2 9.87528 df 3 significant at 0.05 level of confidence

Q.12.5 Imagine you smoke marijuana. Will the police pick you up and take you to the police station?

	Deaf	Hearing
a. never	44.5%	10.7%
b. not likely	8.3%	55.4%
c. probably	22.2%	25.0%
d. certainly	25.0%	8.9%
X^2 27.32713	df 3	significant at 0.05 level of confidence

On every question in the survey that asked the respondents to predict the consequences of coming into conflict with the law, the deaf youths' responses differed significantly from the hearing youths' responses. This would lead one to believe that the deaf students as compared with the hearing students are indeed being socialized differently into the norms of acceptable behaviour. It is not surprising then to find that the deaf adolescents did indeed report higher levels of delinquency in some form - here as they disclosed it - assault, and break and enter. This is also consistent with the findings of Springer (1938), Klaber and Falek (1963), and the work of Denmark (1985), in three of the few studies of delinquency that included deaf subjects.

C. Limitations

It is not the purpose of the hypothesis testing used here to suggesst any causal relationships exist between hearing ability and delinquent behaviour. It must be recognized that this study touched on a limited number of possible infractions. In the extreme, a psychopathic murderer could have been granted a score of '0' or 'no infractons' in this study because the respondents were not asked to disclose murders committed, or any other of the more serious crimes.

Similarly, this study is limited in its generalizability to all Canadian young persons as it does not include any deaf natives of Saskatchewan, Manitoba, Quebec, Prince Edward Island, or Newfoundland, or any hearing natives of Ontario, Quebec, Nova Scotia, or Newfoundland.

Furthermore, the accuracy of self-report measures of delinquency is not easily verifiable. But as Hindelang et al. concluded in their extensive studies (1979,1981) self-reports are very reliable and basically valid. The findings of this study are not inconsistent with the findings of Frechette and LeBlanc (1979,1980) suggesting a degree of consistency in the measurement tool as used with Canadian youth.

D. Suggestions for further research

The use of the modified LeBlanc self-report measure of delinquency revealed that some deaf adolescents are indeed in conflict with the law. But perhaps more significantly, it revealed that deaf adolescents perceive the enforcement of the law differently than do hearing youths. It would seem appropriate to suggest that research into the exact nature of the deaf adolescents' contact with law enforcement agents be studied. It may be that the deaf adolescents' perceptions are valid in that law enforcement agents do deal with deaf and hearing alleged offenders differently.

Beyond this, it would be of value to the court system to conduct a study of deaf and hearing alleged offenders, their charges, the application of alternate measures or court proceedings, and the nature and severity of the sentences issued.

E. Concluding statement

Despite the limitations of this study, some conclusions can be drawn. The data analyses revealed that in some aspects of delinquency - truancy, assault, break and enter - hearing and deaf adolescents do differ significantly on a measure of self-reported involvement. This reinforces the need to re-address the question of how best to socialize the deaf young person to the hearing society's norms for acceptable conduct. Furthermore, the social agents responsible for the socialization, or mis-socialization, of

the deaf youth in Canada (teachers, social workers, policemen, court judges, and parents) must recognize the differences revealed in this study and address both the source of, and the appropriate responses to, these differences.

Glossary

Arson: willfully setting fire to personal or real property*.

Assault: in criminal law, the intentional application of force to the person of another without his consent, or the attempt or threat by act or gesture to apply force to another, if the other believes one has the apparent ability to do so*.

Battery: the least touching in anger*

Break and enter: such offences include some that do not amount ot burglaries at common law. the offence now extends to structures other than dwelling houses, and there is no distinction between breaking and entering by day or night*.

Burglary: at common law, the breaking and entering of the dwelling house of another, in the nighttime with the intent to commit a felony therein whether or not the felony is committed.*

Drug use: use of illicit substance that causes addiction or habituation***

Fencing: dealing in stolen goods***

Juvenile Delinquent: any child who violates the provisions of the Criminal Code or any federal or provincial statute, or any bylaw or ordinance of any municipality, or similar form or vice or who is liable by reason of any other action to be committed to an industrial school or juvenile reformatory under any federal or provincial statute. Colloquially, an unruly, disorderly minor prone

to disobedience of the law and/or his custodians*.

Larceny: the common law of stealing at one time distinguished as grand or petit larceny according to the value of that which was taken. The term larceny has been replaced by theft and does not appear in the Criminal Code. *

Misdemeanour: these were less serious offences than felonies and were sanctioned by less severe penalties. In Canada, the distinction between felonies and misdemeanours was abolished by the Criminal Code(1982) being replaced by *indicable offences* and offences punishable by *summary conviction**.

Suspension: temporary exclusion from school as a result of misbehaviour ***

Theft: a positive act of acquisition, without consent, by one without title to another's property with an intent to deprive*.

Trafficking: trade or barter in illegal drugs ***

Vandalism: willful or malicious destruction or defacement of public or private property

Young Offender: a person twelve years of age or more, *** but under the age of eighteen years, who has committed an offence created by an act of parliament while he was a young person or who has been found guilty of an offence. **

Young Person: means a person who is, or in the absence of evidence to the contrary, appears to be twelve years of

age or more, but under eighteen years of age, or in a province of which a proclamation has been issued under subsection 2 prior to April 1, 1985, under sixteen or seventeen years, whichever age is specified by the proclamation. **

* Yogis, John, 1983. Canadian Law Dictionary. Toronto:Barron's Educational Series.

** Bala, N. and Lilles, H. 1984. The Young Offenders Act, Annotated. Don Mills: Richard de Boo Publishers.

*** This author's usage as applied in this study.

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Appendix A

1. Study of Adolescent Activities (Modified LeBlanc Study)
2. Correspondence from Universite de Montreal
3. LeBlanc's Study of Adolescent Activities

STUDY OF ADOLESCENT ACTIVITIES

The Section Below Will Be Completed By

The Test Administrator

Identification · [ ] (1)

School No. [ ][ ][ ] (2 3 4)

Level [ ] (5)

Student No. [ ][ ][ ] (6 7 8)

Result:

questionnaire completed.....1

student absent.....2

non-response - other reasons..3
(explain under 'remarks')

[ ] (9)

DATE: day [ ][ ] (10 11) month [ ][ ] (12 13) year [8][5] (14 15)

REMARKS:

ADMINISTRATOR: _____ (signature) number [ ][ ][ ][ ][ ] (16 17 18 19 20)

To the student:

The following questionnaire asks questions about teenage activities such as school, use of free time, and relations with family and friends. A few questions ask about things that are not always approved by adults but are common among teenage people. We ask you to answer all questions honestly. Your answers are private and confidential: no one in this school or elsewhere will see them. Your answers will only be counted with the answers of all other students.

The success of this research is entirely dependent on the sincerity, and honesty of your answers to these questions. Remember--there are no "good" or "bad" answers. It is simply a matter of saying what you think or do. IF YOU DO NOT WISH TO ANSWER A SPECIFIC QUESTION, LEAVE IT UNANSWERED AND GO ON TO THE NEXT QUESTION.

GENERAL INFORMATION

1. What is the date of your birth?

day	month	year

2. What is your sex?

   a. male
   b. female

3. What is the first language you learned?
   a. English
   b. French
   c. Sign
   d. Other_____

4. What is your parents' language?
   a. English
   b. French
   c. Sign
   d. Other_____

5. Where did you live the first ten years of your life?

City	Province	Country

SCHOOL

1. Do you like school?

   a. I like school a lot
   b. I like shool
   c. I don't like or dislike school
   d. I don't like school
   e. I really don't like school

2. How many hours do you work at homework during school time and at home each day?

   a. more than 3 hours a day
   b. about 2 hours a day
   c. about 1½ hours a day
   d. about 1 hour a day
   e. about ½ hour a day
   f. less than ½ hour a day
   g. we are not given any homework

3. This year, did you purposely disturb a class?

   a. never
   b. once or twice
   c. several times
   d. very often

4. Are good school marks important to you?
   a. completely unimportant
   b. a little bit important
   c. important
   d. very important

5. During this school year, what is your average mark in math courses? (give a mark out of 100 -if your school uses letter grades, ask your teacher what your letter grade is expressed out of 100

   ____
   ____

6. During the past 12 months, did you purposely break or damage school equipment?(gym equipment, sports equipment, art supplies, etc.)

   a. never
   b. once or twice
   c. several times
   d. very often

7. This year , what is your average mark in English? (give a mark out of 100 - if your school uses letter grades, ask your teacher what your letter grade is expressed out of 100)

   ____
   ____

8. During this school year did you ever defy or talk back to a teacher?

   a. never
   b. once or twice
   c. several times
   d. very often

9. Is it easy for a student to get help from his teachers if he has problems in his school work?

   a. very easy
   b. easy
   c. difficult
   d. very difficult

10. Are these sentences true?

   A. Teachers pick on me.
      a. never
      b. sometimes
      c. usually
      d. always
   B. I try hard in school
      a. never
      b. sometimes
      c. usually
      d. always

C. My studies bore me
   a. never
   b. sometimes
   c. usually
   d. always

D. I feel nervous and tense in school
   a. never
   b. sometimes
   c. usually
   d. always

11. Have you ever been suspended from school?
   a. never
   b. yes, before this year
   c. yes, this year
   d. yes, more than once

12. In the past 12 months, did you purposely break or damage public or private property that did not belong to you?
   a. never
   b. once or twice
   c. several times
   d. very often

13. This year, did you skip a class when you were in school?
   a. never
   b. once or twice
   c. several times
   d. very often

14. Do you care what teachers think about you?
   a. I care a lot
   b. I care some
   c. I don't care
   d. I never care

15. Which sentence is true for you?

   a. I don't want to finish high school
   b. I want to finish high school
   c. I want to go to college or university

16. This year, have you been told to leave a class by the teacher?
   a. never
   b. once or twice
   c. several times
   d. very often

17. This year did you take school property worth $5.00 or more?
   a. never
   b. once or twice
   c. severl times
   d. very often

18. How do you compare yourself to other students (think about the marks you get)

a. one of the best
b. better than average
c. average
d. below average
e. one of the worst

19. This school year, did you ever cheat on a test?

a. never
b. once or twice
c. several times
d. very often

20. What sentence would be true if you got poor marks at school?

a. My parents (or guardians) would do nothing.
b. My parents (or guardians) would talk about it with me.
c. My parents (or guardians) would criticize me but not punish me.
d. My parents (or guardians) would punish me.
e. I never get poor marks.

21. During the past 12 months did you skip school without a real reason ?

a. never
b. once or twice
c. several times
d. very often

22. This year, did you purposely damage a school building (paint or write on the walls, break windows)

a. never
b. once or twice
c. several times
d. very often

PERCEPTION OF JUSTICE

1. Imagine that you take something of large value($50.00 or more) that is not yours. What is the chance that you will be picked up and brought to the police station?

   a. none (0%)
   b. a slight chance (1-25%)
   c. a fair chance (26-50%)
   d. a good chance (51-75%)
   e. a strong chance(76-100%)

2. During the past 12 months, did you take a car or motorcycle and go for a ride without the owner's permission?

   a. never
   b. once or twice
   c. several times
   d. very often

3. I have a lot of respect for the police.

   a. strongly agree
   b. agree
   c. neither agree nor disagree
   d. disagree
   e. strongly disagree

4. Imagine, you take something from a store without paying. What are your chances of being picked up and brought to the police station?
   a. none (0%)
   b. a slight chance (1-25%)
   c. a fair chance (26-50%)
   d. a good chance (51-75%)
   e. a strong chance (76-100%)

5. How strongly do you disapprove of kids your own age who purposely damage or break or destroy property that does not belong to them?
   a. strongly disapprove
   b. disapprove
   c. neither aprrove nor disapprove
   d. approve
   e. strongly approve

6. During the past 12 months, did someone take something of large value from you?
   a. never
   b. once or twice
   c. several times
   d. very often

7. During the past year, did you "beat up" someone who had not done anything to you?
   a. never
   b. once or twice
   c. several times
   d. very often

8. How strongly do you approve or disapprove of kids who take something from a store without paying for it?

   a. strongly disapprove
   b. disapprove
   c. neither approve nor disapprove
   d. approve
   e. strongly approve

9. Have you ever appeared in juvenile court?
   a. never
   b. yes, this year
   c. yes, but not this year

10. How strongly do you approve or disapprove of kids your age who use marijuana or other illegal drugs?

   a. strongly disapprove
   b. disapprove
   c. neither approve nor disapprove.
   d. approve
   e. strongly approve

FRIENDS

1. If your best friend were in some kind of trouble with the police, and the police asked you about your friend, would you tell everything that you know?
   a. every time
   b. most of the time
   c. some of the time
   d. never

2. Do you respect your friends' opinions about the important things in life?
   a. completely
   b. most of the time
   c. sometimes
   d. never

3. Would your best friends help you if you were in trouble with the police?
   a. certainly
   b. probably
   c. maybe
   d. I doubt it

4. This year did you take anything from a store and not pay for it?
   a. never
   b. once or twice
   c. several times
   d. very often

5. Would you like to be the same as your best friends?
   a. in all ways
   b. in most ways
   c. in some ways
   d. not at all

6. How much do you think that your parents (or guardians) like your friends?
   a. they like them very much
   b. they like them
   c. they neither like nor dislike them
   d. they do not like them
   e. they do not like them at all

7. If one of your friends ran away, would you tell an adult what you know?
   a. every time
   b. most of the time
   c. some of the time
   d. never

8. Have you ever been a member of a gang that causes trouble?
   a. never
   b. yes, this year
   c. yes, but not this year

9. How many of you friends have been picked up and brought to the police station?
   a. none
   b. one or two
   c. several
   d. many

10. This year have you been in a fight between teenagers?
    a. never
    b. once or twice
    c. several times
    d. very often

11. Whom do you spend most of your free time with?
    a. by myself
    b. with young people of my own sex
    c. with a group of boys and girls
    d. with my family
    e. with other adults(not in my family)

12. Are you one of the leaders among your group of friends?
    a. always
    b. usually
    c. sometimes
    d. never

13. Most criminals shouldn't really be blamed for the things they do.
    a. I strongly disagree
    b. I disagree
    c. I don't know
    d. I agree
    e. I strongly agree

14. During the past 12 months, did you use a weapon(stick, knife, or gun, rock etc.) while in a fight?
    a. never
    b. once or twice
    c. several times
    d. very often

15. Usually, how many hours a week do you discuss or talk about things with your best friends?
    a. less than 1 hour a week
    b. 1-2 hours a week
    c. 3-4 hours a week
    d. 5-6 hours a week
    e. 7-8 hours a week
    f. 9 hours or more a week

16. During the past 12 months, did you take any illegal drugs?
    a. never
    b. once or twice
    c. several times
    d. very often

17. If your friend was in trouble with the police and he asked for your help, would you help him?
    a. every time
    b. most of the time
    c. some of the time
    d. never

18. Do your teachers know who your best friends are?
    a. they know
    b. they do not know
    c. I have no best friends at school

19. How many of your best friends did you lose because you got into trouble with the police?
    a. none
    b. one or two
    c. several
    d. all
    e. I have never gotten into trouble with the police

FAMILY

1. With whom do you presently live?
   a. with both parents
   b. with one of my parents
   c. with relatives
   d. with a foster family
   e. at school

2. When you go out, do your parents (or guardians) know where you are?
   a. always
   b. usually
   c. sometimes
   d. never

3. During the past 12 months, did you run away from home for more than a day?
   a. never
   b. once or twice
   c. several times
   d. very often

4. Are these sentences true?

   A. Do your parents (or guardians) punish you by slapping or hitting you?
      a. never
      b. sometimes
      c. several times
      d. very often

   B. Do your parents (or guardians) punish you by not allowing you to do things you want to do?
      a. never
      b. sometimes
      c. several times
      d. very often

   C. Do your parents (or guardians) punish you by nagging, or complaining?
      a. never
      b. sometimes
      c. several times
      d. very often

   D. Do your parents (or guardians) punish you by calling you bad names or saying that you are bad?
      a. never
      b. sometimes
      c. several times
      d. very often

5. During this year, have you had any alcohol(beer, wine,)
   a. at least once a week
   b. 2-3 times a month
   c. once a month
   d. once a year
   e. never

6. Do you feel rejected (unloved) by one of your parents (or guardians)?
   a. often
   b. several times
   c. sometimes
   d. never

7. How strongly do you approve or disapprove of kids your age who run away from home?
   a. strongly disapprove
   b. disapprove
   c. undecided
   d. approve
   e. strongly approve

8. Do your parents (or guardians) explain the rules that they make?
   a. always
   b. usually
   c. sometimes
   d. never

9. Do your parents (or guardians) talk about plans for your future?
   a. often
   b. several times
   c. sometimes
   d. never

10. During the past 12 months, did you sell any kind of drugs?
   a. never
   b. once or twice
   c. several times
   d. very often

11. Do your parents live together?
   a. yes
   b. no

12. Would your parents help you if you were in trouble with the police?
   a. certainly
   b. probably
   c. perhaps
   d. I doubt it

13. Usually, how many hours a week do you talk with your parents (or guardians)?
   a. I never discuss things with them
   b. less than 1 hour a week
   c. 1-2 hours a week
   d. 3-4 hours a week
   e. 5-6 hours a week
   f. 7-8 hours a week
   g. 9 hours or more a week

14. Do your parents (or guardians) make unfair rules?
    a. very often
    b. often
    c. sometimes
    d. never

15. During the past 12 months, did you break into and enter a place to take something?
    a. never
    b. once or twice
    c. several times
    d. very often

16. Do your parents (or guardians) tell you what they think and feel?
    a. always
    b. usually
    c. sometimes
    d. never

17. Do your parents (or guardians) praise you if you do something very well?
    a. never
    b. usually
    c. sometimes
    d. always

18. Answer Yes or No for these sentences.
    Do your parents (or guardians) have a rule for bedtime?
    a. Yes
    b. No
    Do your parents (or guardians) have a rule for how much time you can watch T.V.?
    a. Yes
    b. No
    Do your parents (or guardians) make rules for who can be your friends?
    a. Yes
    b. No
    Do your parents (or guardians) make rules about dating?
    a. Yes
    b. No

PERCEPTION OF JUSTICE II

1. Imagine, you take a car without permission. Will you be picked up by the police?
   a. never
   b. not likely
   c. probably
   d. certainly

2. If you are taken to the police station, what will happen?
   a. I will go to jail
   b. I will have to go to court
   c. I will be sent home with my parents (or other adult)
   d. The police will just let me go

3. During the past 12 months, did you purposely set fire to a building or in any other place?
   a. never
   b. once or twice
   c. several times
   d. very often

4. During the past 12 months, did someone take something of value ($2.00 - $50.00) from you?
   a. never
   b. several times
   c. once or twice
   d. very often

5. Imagine, you smoke marijuana. Will the police pick you up and take you to the police station?
   a. never
   b. not likely
   c. probably
   d. certainly

RECREATIONAL ACTIVITIES

1. Usually, how many hours a day do you read for pleasure?
   a. 3-4 hours a day
   b. 1-2 hours a day
   c. less than 1 hour a day
   d. none

2. Usually, how many hours a week do you just hang around doing nothing?
   a. none
   b. 1-2 hours a week
   c. 3-4 hours a week
   d. 5-6 hours a week
   e. 7-8 hours a week
   f. 9-10 hours a week
   g. more than 10 hours a week

3. During the past year, did you trespass (go without permission) at a place you were not supposed to?
   a. never
   b. once or twice
   c. several times
   d. very often

4. Usually, how often do you go to movies?
   a. never
   b. a few times a year
   c. a few times a month
   d. a few times a week

5. Usually, how often do you use marijuana?
   a. never
   b. a few times a year
   c. a few times a month
   d. a few times a week
   e. a few times a day

6. I can't seem to stay out of trouble no matter how hard I try.
   a. strongly agree
   b. agree
   c. undecided
   d. disagree
   e. strongly disagree

7. Did you have a job for pay last summer?
   a. Yes
   b. No

8. Do you think you are a religous person?
   a. YES, strongly agree
   b. agree
   c. undecided
   d. disagree
   e. NO, strongly disagree

9. Usually, how many hours a day do you watch T.V.?
   a. none
   b. 1 hour a day
   c. 2-3 hours a day
   d. 4-5 hours a day

10. During this year, did you buy, sell, or use something that you knew was stolen?
   a. never
   b. once or twice
   c. several times
   d. very often

11. Usually, how many hours a week do you play a sport?
   a. none
   b. 1 hour a week
   c. 2-3 hours a week
   d. 4-5 hours a week
   e. 5-6 hours a week
   f. 7-8 hours a week
   g. more than 8 hours a week

12. Usually, how much spending money (allowance) do you get from your parents (or guardians)?
   a. none
   b. less than $1.00 a week
   c. $1.00 - $5.00 a week
   d. $5.00- $10.00 a week
   e. more than $10.00 a week

13. Do you participate in organized activities (sports, clubs, groups) DO NOT COUNT SCHOOL ACTIVITIES!
   a. never
   b. sometimes
   c. usually

14. In this questionnaire, "several times" means how many?

_____

15. In this questionnaire, " very often" means how many times?

_____

THANK YOU FOR YOUR COOPERATION

Patti Hill

November 12, 1984

UNIVERSITÉ DE MONTRÉAL

Mrs Patti Hill
Department of Educational Psychology
Faculty of Education
Univ. of Alberta

Dear Mrs Hill:

Please find enclosed a copy of the questionnaire used in our 1974 survey of young adolescents aged 12-16. It was the only time that we had such a questionnaire in English. Permission to interview minors in the English community was not given afterwards.

I see no problem in using this material as long as credit is given to the authors -

thank you for your interest and good luck in your study

Louise Langelier Poirier
professor -

Case postale 6128, Succursale "A"
Montréal, P.Q., H3C 3J7

POOR COPY
COPIE DE QUALITEE INFERIEURE

Survey Research Center

University of Montreal
P.O. Box 6128
Montreal, P.Q.

Research Group for the Study
of Juvenile Inadaptation

University of Montreal

STUDY OF ADOLESCENT ACTIVITIES

ON THE ISLAND OF MONTREAL

THE SECTION BELOW WILL BE COMPLETED BY THE INTERVIEWER

IDENTIFICATION [1] (1)

School No [ ][ ][ ] (2 3 4)

Level ..... [ ] (5)

Student No [ ][ ][ ] (6 7 8)

RESULT

Questionnaire completed 1
Student absent 2
Student left the school 3
Non response - other reason (EXPLAIN UNDER "REMARKS") 4

[ ] (9)

DATE : day [ ][ ] (10 11) month [ ][ ] (12 13) year [ ][ ] (14 15)

REMARKS

_____

_____

_____

Interviewer : _____
signature

number [ ][ ][ ][ ][ ] (16 17 18 19 20)

You have been randomly chosen among the adolescents of the Island of Montreal to take part in a research project conducted by professor Marc LeBlanc of the University of Montreal.

The following questionnaire covers adolescent activities such as school, use of free time and relations with family and friends. A few questions relate to activities that are not necessarily approved by adults but are rather common amongst young people. We ask you to answer all questions sincerely Your answers are strictly confidential, no one in this school or elsewhere will see them. Your answers will be counted along with those of the other students.

The success of this research lies entirely with your sincerity in answering these questions. Remember there are no "good" or "bad" answers. It is simply a matter of saying what you personally think or do.

As you know, most of the students who answer our questionnaire this year will be interviewed again in 2 years. We ask you therefore to give us your permanent address (the address where it will be easiest for us to contact you again).

PERMANENT ADDRESS

NAME : _____

ADDRESS : _____

CITY : _____

TELEPHONE NUMBER: _____

We would like to emphasize that the information you give us will remain strictly confidential. Your answers will be counted along with those of the 5,000 students who will complete this questionnaire. The results published will represent all these students and in no case will the contents of any individual questionnaire be disclosed.

GENERAL INFORMATION

1. What is your date of birth ?

day		month		year	
21	22	23	24	25	26

2. What is your sex ?

male 1

female 2

27

3. What is your mother-tongue (that is the first language you learnt and which you still understand) ?

French 1

English 2

German 3

Italian 4

Yiddish 5

Greek 6

Portuguese 7

Spanish 8

Other (specify) _____ 9

28

4. What is (was) your parents'mother tongue ?

	Father	Mother
French	1	1
English	2	2
German	3	3
Italian	4	4
Yiddish	5	5
Greek	6	6
Portuguese	7	7
Spanish	8	8
Other (specify):	9	9

Father _____

Mother _____

Father 29

Mother 30

5. Where did you spend most of the first 10 years of your life ?

31	32

City Province Country

6. What is your religion ?

protestant 1
catholic 2
jewish 3
other 4
none 5

33

7. What is the job or occupation of your parents (or those who replace them) ?
If either parent has more than one job, describe the one at which they spend most of their time. Be as specific as you can in describing their job and indicate the kind of place where they work.

Occupation of father (or whoever replaces him)

Example : job : insurance salesman
place : in a large insurance company

What is his job ?

34	36

In what kind of place does he work ?

36	37

If he is out of work, retired or deceased, describe his last job :

38

In what kind of place did he work ?

Occupation of mother (or whoever replaces her)

Example : job : secretary
place : in an insurance office

What is her job ?

39	40

In what kind of place does she work ?

41	42

Does your mother (or whoever replaces her) presently work ?

full time 1
part time 2

43

SCHOOL

1. Do you like school ?

I like school a lot 1
I like school 2
I don't care one way or the other ... 3
I don't like school 4
I don't like school at all 5

□ 44

2. Usually, how many hours a day do you spend doing your homework at school and at home ?

3 or more hours a day 1
about 2 hours a day 2
about 1½ hours a day 3
about 1 hour a day 4
about ½ hour a day 5
less than ½ hour a day 6
we are not given any homework 7

□ 45

3. During this school year, did you purposely disturb a class ?

never 1
once or twice 2
several times 3
very often 4

□ 46

4. How important is getting good grades to you ?

completely unimportant 1
fairly important 2
important 3
very important 4

□ 47

5. During this school year, what is your average grade in mathematics (or in accounting) ?

□□ 48 49

6. During the past 12 months, did you purposely damage or destroy musical instruments, sport supplies, or other school equipment ?

never 1
once or twice 2
several times 3
very often 4

50

7. During this school year, what is your average grade in English ?

51 52

8. Approximately, how many years did your father go to school ?

53 54

9. Approximately, how many years did your mother go to school ?

55 56

10. During this school year, did you answer a teacher back ?

never 1
once or twice 2
several times 3
very often 4

57

11. In this school, how easy is it for a student who has trouble with his studies to get help from the teachers ?

very easy 1
fairly easy 2
fairly difficult 3
very difficult 4

58

12. Do these statements decribe you ?

	never	occasionally	usually	always	
- teachers pick on me	1	2	3	4	59
- I try hard in school	1	2	3	4	60
- I have trouble keeping my mind on my studies	1	2	3	4	61
- I feel nervous and tense in school	1	2	3	4	62

13. Have you been suspended from school ?

never 1
yes, before this school year 2
yes, during this school year 3
yes, before and during this school year 4

63

14. During the past 12 months, did you purposely damage or destroy public or private property that did not belong to you ?

never 1
once or twice 2
several times 3
very often 4

64

15. Do you care what teachers think of you ?

I care a lot 1
I care some 2
I don't care 3
I don't care at all 4

65

16. During this school year, did you skip a class when you were in school ?

never 1
once or twice 2
several times 3
very often 4

66

17. If it was up to you, how much schooling would you like to get eventually ?

I don't want to finish high school .. 1
I want to finish high school 2
I want to finish CEGEP 3
I want to finish university 4
I don't care one way or the other .. 5

67

18. During this school year, were you told to leave a class by a teacher ?

very often 1
several times 2
once or twice 3
never 4

68

19. For all your subjects, what average grade do you feel you are capable of getting ?

85% or more 1
80% to 84% 2
75% to 79% 3
70% to 74% 4
65% to 69% 5
60% to 64% 6
59% or less 7

69

20. During the past 12 months, did you take some school property worth $ 5.00 or more ?

never 1
once or twice 2
several times 3
very often 4

70

21. How do you rate yourself in school ability compared with the other students of the same age in your school ?

among the best 1
above average 2
about average 3
below average 4
among the worst 5

71

22. During this school year, did you use hidden notes or other prohibited aids when taking an exam ?

never 1
once or twice 2
several times 3
very often 4

72

23. Do you take part in school activities outside of class ?

	never	sometimes	usually	always	
- sports activities	1	2	3	4	73
- cultural activities	1	2	3	4	74

24. Did you ever fail a course ?

no, ... 1
yes, last year 2
yes, before last year 3
yes, last year and before last year... 4

75

25. During the past 12 months, did you have sexual relations (other than kissing) with a person of the same sex ?

never 1
once or twice 2
several times 3
very often 4

76

26. In general, when you get what your parents (or those who replace them) consider unsatisfactory grades what do they do ?

they do nothing 1
they seriously discuss it with me 2
they criticize me without punishing me 3
they punish me 4
I always get satisfactory grades 5

77

27. During the past 12 months, did you skip school without a legitimate excuse ?

never 1
once or twice 2
several times 3
very often 4

78

28. During the past 12 months, did you purposely damage a school building (windows, walls...) ?

never 1
once or twice 2
several times 3
very often 4

79

29. Do you ever talk, discuss things with any of your teachers ?

often 1
several times 2
sometimes 3
never 4

80

PERCEPTION OF JUSTICE I.

2
1

1. Suppose, you take something of large value (worth $ 50.00 or more)that does not belong to you, what are your chances of being picked up and brought to the police station ?

none (0%) 1
a slight chance (1% to 25%) 2
a fair chance (26% to 50%) 3
a good chance (51% to 75%) 4
a strong chance (76% to 100%) 5

9

2. During the past 12 months, did you take a motorcycle and go for a ride without the owner's permission ?

never 1
once or twice 2
several times 3
very often 4

10

3. I have a lot of respect for the police.

strongly agree 1
agree 2
undecided 3
disagree 4
strongly disagree 5

11

4. Suppose you take something from a store without paying, what are your chances of being picked up and brought to the police station ?

none (0%) 1
a slight chance (1% to 25%) 2
a fair chance (26% to 50%) 3
a good chance (51% to 75%) 4
a strong chance (76% to 100%) 5

12

5. During the past 12 months, did you take a car and go for a drive without the owner's permission ?

never 1
once or twice 2
several times 3
very often 4

13

6. During the past 12 months, did you purposely destroy a radio antenna, tires, or other parts of a car ?

never 1
once or twice 2
several times 3
very often 4

☐ 14

7. How strongly do you approve or disapprove of kids your own age who purposely damage or destroy public or private property that does not belong to them ?

strongly approve 1
approve 2
undecided 3
disapprove 4
strongly disapprove 5

☐ 15

8. During the past 12 months, did someone take something of large value (worth $ 50.00 or more) from you ?

never 1
once or twice 2
several times 3
very often 4

☐ 16

9. During the past 12 months, did you "beat up" someone who hadn't done anything to you ?

never 1
once or twice 2
several times 3
very often 4

☐ 17

10. How strongly do you approve or disapprove of kids you own age who take something from a store without paying ?

strongly approve 1
approve 2
undecided 3
disapprove 4
strongly disapprove 5

☐ 18

11. During the past 12 months, did someone take something of little value (worth less than $ 2.00) from you ?

never 1
once or twice 2
several times 3
very often 4

19

12. Have you ever appear in juvenile court (Social Welfare Court) ?

never 1
yes, before the past 12 months 2
yes, during the past 12 months 3
yes, before and during the past 12 months 4

20

13. During the past 12 months, did someone beat you up when you hadn't done anything ?

never 1
once or twice 2
several times 3
very often 4

21

14. How strongly do you approve or disapprove of kids your own age who use marijuana or hashish ?

strongly approve 1
approve 2
undecided 3
disapprove 4
strongly disapprove 5

22

FRIENDS

This section of the questionnaire concerns your best friends. The term "best friends" will refer to your close friends, those who you can trust, those who you can confide in.

1. How many best friends do you have ?

[ ][ ] 23 24

If you do not have any best friends do not answer the questions on best friends, but answer the other questions.

2. If one of your best friends was in some kind of trouble with the law and the police asked you about him, would you tell what you know ?

every time 1
most of the time 2
some of the time 3
never 4

[ ] 25

3. How many adult criminals do you know personally ?

none 1
one or two 2
a few 3
several 4

[ ] 26

4. Do you respect your best friends'opinions about the important things in life ?

completely 1
pretty much 2
a little 3
not at all 4

[ ] 27

5. Would your best friends stick by you if you got into trouble with the police ?

certainly 1
probably 2
perhaps 3
I doubt it 4

[ ] 28

6. During the past 12 months, did you take something from a store without paying ?

never 1
once or twice 2
several times 3
very often 4

29

7. If one of your best friends had run away from home and his parents asked you about him, would you tell them what you know ?

every time 1
most of the time 2
some of the time 3
never 4

30

8. Would you like to be the kind of person your best friends are ?

in all ways 1
in most ways 2
in a few ways 3
not at all 4

31

9. During the past 12 months, did you have sexual relations (other than kissing) with a person of the opposite sex ?

never 1
once or twice 2
several times 3
very often 4

32

10. How much do you think your parents (or those who replace them) like your best friends ?

they like them very much 1
they like them 2
they are indifferent 3
they do not like them 4
they do not like them-at all 5

33

11. During the past 12 months, did you threaten to beat up someone to make him do something he didn't want to do ?

never 1
once or twice 2
several times 3
very often 4

34

12. Have you ever been a member of a gang that causes trouble ?

never 1
yes, before the past 12 months 2
yes, during the past 12 months 3
yes, before and during the past 12 months 4

35 ☐

13. Usually, how many hours a week do you spend with your girlfriend or your boyfriend ?

I have no girlfriend or boyfriend 1
less than one hour a week 2
1-2 hours a week 3
3-4 hours a week 4
5-6 hours a week 5
7-8 hours a week 6
9 hours or more a week 7

36 ☐

14. How many of your best friends have been picked up and brought to the police station ?

none 1
one or two 2
several 3
many 4

37 ☐

15. During the past 12 months, did you take part in a gang fight between adolescents ?

never 1
once or twice 2
several times 3
very often 4

38 ☐

16. Who do you spend most of your free time with ?

by myself 1
with young people of my own sex 2
with a group of boys and girls 3
with my family 4
with adults other than my family 5

39 ☐

17. Are you one of the leaders amongst your best friends ?

always 1
usually 2
sometimes 3
never 4

40

18. Most criminals shouldn't really be blamed for the things they have done ?

strongly agree 1
agree 2
undecided 3
disagree 4
strongly disagree 5

41

19. During the past 12 months, did you get into a place (a movie, a game or a performance) without paying the admission price ?

never 1
once or twice 2
several times 3
very often 4

42

20. Usually, how many hours a week do you spend going out with your best friends ?

less than one hour a week 1
1-2 hours a week 2
3-4 hours a week 3
5-6 hours a week 4
7-8 hours a week 5
9 hours or more a week 6

43

21. During the past 12 months, did you use a weapon (stick, knife, gun, rock...) while fighting with another person ?

never 1
once or twice 2
several times 3
very often 4

44

22. Usually, how many hours a week do you spend discussing, talking, things with your best friends ?

less than one hour a week 1
1-2 hours a week 2
3-4 hours a week 3
5-6 hours a week 4
7-8 hours a week 5
9 hours or more a week 6

45

23. During the past 12 months, did you use stimulants (speed, pep pills, etc...) or hallucinogens (LSD, STP, THC, etc...) ?

never 1
once or twice 2
several times 3
very often 4

46

24. If one of your best friends was in some kind of trouble with the law and he asked you to help him, would you help him ?

every time 1
most of the time 2
some of the time 3
never 4

47

25. During the past 12 months, did you have a fist fight with another person ?

never 1
once or twice 2
several times 3
very often 4

48

26. Do your teachers know who your best friends are at school ?

they know 1
they don't know 2
I have no best friends at school 3

49

27. During the past 12 months, did you take something of large value (worth $ 50.00 or more) that did not belong to you ?

never 1
once or twice 2
several times 3
very often 4

50

28. How many of your best friends did you lose because you had gotten into trouble with the police?

none 1

one or two 2

several 3

all 4

I have never gotten into trouble with the police 5

51

29. If one of your best friends had run away from home and he asked you to help him, would you help him ?

every time 1

most of the time 2

some of the time 3

never 4

52

F A M I L Y

1. With whom do you presently live ?

   with both parents 1
   with one of my parents 2
   with relatives 3
   I do not live with my relatives (foster home)..... 4

   53

2. Do your parents (or those who replace them) know <u>where you</u> are when you are out of the house ?

   always 1
   usually 2
   sometimes 3
   never 4

   54

3. Did your parents (or those who replace them) ever receive unemployment insurance ?

   never 1
   yes, before the past 12 months 2
   yes, during the past 12 months 3
   yes, before and during the past 12 months 4
   I don't know 5

   55

4. Do your parents (or those who replace them) know <u>with whom</u> you are when you are out of the house ?

   always 1
   usually 2
   sometimes 3
   never 4

   56

5. <u>During the past 12 months,</u> did you run away from home for more than 24 hours ?

   never 1
   once or twice 2
   several times 3
   very often 4

   57

6. When you come home after school, are there any adults (parents or others) at home ?

always 1
usually 2
sometimes 3
never 4

58

7. Do your parents (or those who replace them) ever punish you in these ways ?

	never	sometimes	several times	often	
- by slapping or hitting you	1	2	3	4	59
- by not letting you do things that you want to do	1	2	3	4	60
- by nagging you	1	2	3	4	61
- by telling you that you are hurting their feelings	1	2	3	4	62
- by calling you bad names	1	2	3	4	63

8. During the past 12 months, have you taken alcohol (beer, wine, liquor...) ?

a least once a week 1
2-3 times a month 2
once a month 3
5-6 times a year 4
once a year 5
never 6

64

9. Do you feel rejected (unloved) by one of your parents (or one of those who replace them) ?

often 1
several times 2
sometimes 3
never 4

65

10. Apart from mealtime, how many hours a week does your father (or whoever replaces him) spend with the family ?

none 1
less than one hour a week 2
1-2 hours a week 3
3-4 hours a week 4
5-6 hours a week 5
7-8 hours a week 6
9 hours or more a week 7
my father does not live at home and no one replaces him 8

66

11. During the past 12 months, did you gamble for money with persons other than your family members ?

never 1
once or twice 2
several times 3
very often 4

67

12. Do your parents (or those who replace them) own or rent the place where you are living ?

they own it 1
they rent it 2
I don't know 3

68

13. Suppose you run away from home for more than 24 hours what are your chances of being picked up and brought to the police station ?

none 1
a slight chance (1% to 25%) 2
a fair chance (26% to 50%) 3
a good chance (51% to 75%) 4
a strong chance (76% to 100%) 5

69

14. Did your parents (or those who replace them) ever receive money from Social Welfare ?

never 1
yes, before the past 12 months 2
yes, during the past 12 months 3
yes, before and during the past 12 months 4
I don't know 5

70

15. How strongly do you approve or disapprove of kids your own age who run away from home for more than 24 hours ?

strongly approve 1
approve 2
undecided 3
disapprove 4
strongly disapprove 5

71

16. During the past 12 months, did you take money from home without permission and with no intention of returning it ?

never 1
once or twice 2
several times 3
very often 4

72

17. When you don't know why your parents (or those who replace them) make a rule, do they explain the reason ?

always 1
usually 2
sometimes 3
never 4

73

18. How many times have you moved during your life ? (never moved : write 0)

74 75

19. Do your parents (or those who replace them) talk about what you are going to do when you will be older ?

3
1

often 1
several times 2
sometimes 3
never 4

9

20. During the past 12 months, did you sell any kind of drugs ?

never 1
once or twice 2
several times 3
very often 4

10

21. Do you share your thoughts and feelings with your parents (or those who replace them) ?

always 1
usually 2
sometimes 3
never 4

□ 11

22. Do your parents live together ?

yes 1
no 2

□ 12

if no : they have been separated for :(number of years) □□ 13 14

or : one of my parents (or both) died:(number of years) □□ 15 16

23. Would your parents (or those who replace them) stick by you if you got into trouble with the police ?

certainly 1
probably 2
perhaps 3
I doubt it 4

□ 17

24. During the past 12 months, did you tell your parents (or those who replace them) that you would not do what they ordered you to do ?

never 1
once or twice 2
several times 3
very often 4

□ 18

25. When you come across things you don't understand, do your parents (or those who replace them) help you understand them ?

always 1
usually 2
sometimes 3
never 4

□ 19

26. Do you share your thoughts and feelings with your brothers and/or your sisters ?

always 1
usually 2
sometimes 3
never 4
I don't have any brothers or sisters.. 5

☐ 20

27. Would you say your father (or whoever replaces him):

never drinks beer or alcohol 1
drinks socially 2
drinks more than socially 3
drinks excessively 4

☐ 21

28. Do your parents (or those who replace them) seem to understand you ?

always 1
usually 2
sometimes 3
never 4

☐ 22

29. Do your parents (or those who replace them) agree or disagree that, "it is alright to get around the law if you can get away with it" ?

strongly agree 1
agree 2
undecided 3
disagree 4
strongly disagree 5

☐ 23

30. Would you like to be the kind of person your mother (or whoever replaces her) is ?

in every way 1
in most ways 2
in some ways 3
not at all 4

☐ 24

31. During the past 12 months, did you get drunk on beer, wine, or other alcoholic beverages ?

never 1
once or twice 2
several times 3
very often 4

☐ 25

32. Do your parents (or those who replace them) argue in front of you ?

only one of my parents lives at home.. 1
never 2
sometimes 3
several times 4
very often 5

26

33. Do you speak a language other than English in your home ?

no 1
yes 2
if yes, what language_____

27

34. Were you ever ashamed of your parents (or those who replace them) ?

never 1
once or twice 2
several times 3
very often 4

28

35. How many times a month do you and your family go out together to see a movie, to attend a sports event, or to have a family gathering ?

(number of times a month) :

29 30

36. Have you ever been picked up and brought to the police station ?

never 1
yes, before the past 12 months 2
yes, during the past 12 months 3
yes, before and during the past 12 months 4

31

37. Apart from mealtime, how many hours a week do you spend with your brothers and/or sisters ?

I never see my brothers and/or sisters 1
less than 3 hours a week 2
4-6 hours a week 3
7-9 hours a week 4
10-12 hours a week 5
13-15 hours a week 6
16 hours or more a week 7
I have no brothers and/or sisters..... 8

32

38. During the past 12 months, did you tell a lie ?

never 1
once or twice 2
several times 3
very often 4

33

39. Usually, how many hours a week do you spend talking, discussing things with your parents (or those who replace them) ?

I never discuss things with my parents 1
less than one hour a week 2
1-2 hours a week 3
3-4 hours a week 4
5-6 hours a week 5
7-8 hours a week 6
9 hours or more a week 7

34

40. How many brothers and/or sisters do you have ?

35 36

41. During the past 12 months, did you "fool around" at night when you were supposed to be home ?

never 1
once or twice 2
several times 3
very often 4

37

42. Do your parents (or those who replace them) make rules that seem unfair to you ?

very often 1
often 2
sometimes 3
never 4

38

43. Would you like to be the kind of person your father (or whoever replaces him) is ?

in every way 1
in most ways 2
in some ways 3
not at all 4

39

44. During the past 12 months, did you break into and enter somewhere to take something ?

never 1
once or twice 2
several times 3
very often 4

40

45. Usually, how many hours a week do you spend working around the house for your parents (or those who replace them) ?

I never work around the house 1
less than one hour a week 2
1-2 hours a week 3
3-4 hours a week 4
5-6 hours a week 5
7-8 hours a week 6
9 hours or more a week 7

41

46. Do your parents (or those who replace them) share their thoughts and feelings with you ?

always 1
usually 2
sometimes 3
never 4

42

47. Do your parents (or those who replace them) praise you when you have done something well ?

never 1
sometimes 2
usually 3
always 4

43

48. Here is a list of things about which parents might make rules for their children. For which of these things are there rules in your home?

	YES	NO	
a) the time for being in at night and on weekends	1	2	44
b) the amount of time spent watching T.V.	1	2	45
c) the amount of time spent on homework	1	2	46
d) against going around with certain boys and girls.....	1	2	47
e) eating dinner with the family	1	2	48
f) amount of dating	1	2	49

49. On the following subjects, how different do you think your ideas are, compared to those of your parents (or those who replace them) ?

	very different	different	quite similar	similar	
- religion	1	2	3	4	50
- love	1	2	3	4	51
- sexuality	1	2	3	4	52
- freedom	1	2	3	4	53
- politics	1	2	3	4	54
- money	1	2	3	4	55

PERCEPTION OF JUSTICE II.

1. Suppose you take a car and go for drive without the owner's permission, what are your chances of being picked up and brought to the police station ?

none (0%) 1
a slight chance (1% to 25%) 2
a fair chance (26% to 50%) 3
a good chance (51% to 75%) 4
a strong chance (76% to 100%) 5

56

2. How strongly do you approve or disapprove of kids your own age who skip school without a legitimate excuse ?

strongly approve 1
approve 2
undecided 3
disapprove 4
strongly disapprove 5

57

3. During the past 12 months, did you carry a weapon (chain, knife, gun, etc...) ?

never 1
once or twice 2
several times 3
very often 4

58

4. Someone who leaves the keys in his car, is as much to blame for its theft as the person who steals it ?

strongly agree 1
agree 2
undecided 3
disagree 4
strongly disagree 5

59

5. During the past 12 months, did you take something of some value (between $ 2.00 and $ 50.00) that did not belong to you ?

never 1
once or twice 2
several times 3
very often 4

60

6. How strongly do you approve or disapprove of kids your own age who take a car and go for a drive without the owner's permission ?

strongly approve 1
approve 2
undecided 3
disapprove 4
strongly disapprove 5

61

7. During the past 12 months, did you purposely set a fire in a building or in any other place ?

never 1
once or twice 2
several times 3
very often 4

62

8. Policemen give all kids an even break.

strongly agree 1
agree 2
undecided 3
disagree 4
strongly disagree 5

63

9. During the past 12 months, did you take and keep a bicycle that did not belong to you ?

very often 1
several times 2
once or twice 3
never 4

64

10. How strongly do you approve or disapprove of kids your own age who take something of large value (worth $ 50.00 or more) that does not belong to them ?

strongly approve 1
approve 2
undecided 3
disapprove 4
strongly disapprove 5

65

11. Suppose you use marijuana or hashish what are your chances of being picked up and brought to the police station ?

none (0%) 1
a slight chance (1% to 25%) 2
a fair chance (26% to 50%) 3
a good chance (51% to 75%) 4
a strong chance (76% to 100%) 5

66 ☐

12. During the past 12 months, did you take something of little value (worth less than $ 2.00) that did not belong to you ?

very often 1
several times 2
once or twice 3
never 4

67 ☐

13. How strongly do you approve or disapprove of kids your own age who have sexual relations (other than kissing) with a person of the opposite sex ?

strongly approve 1
approve 2
undecided 3
disapprove 4
strongly disapprove 5

68 ☐

14. During the past 12 months, did someone take something of some value (between $ 2.00 and $ 50.00) from you ?

very often 1
several times 2
once or twice 3
never 4

69 ☐

RECREATIONAL ACTIVITIES

4 1

1. Usually, how many hours a day do you spend reading books for pleasure ?

4 hours or more a day 1
about 3 hours a day 2
about 2 hours a day 3
about 1½ hours a day 4
about 1 hour a day 5
about ½ hour or less a day 6
none 7

9

2. Usually, how many hours a week are you involved in art activities (eg. playing musical instruments, painting, sculpturing, photography) ?

none 1
less than one hour a week 2
1-2 hours a week 3
3-4 hours a week 4
5-6 hours a week 5
7-8 hours a week 6
9 hours or more a week 7

10

3. During the past 12 months, did you trespass anywhere you were not suppose to go (eg. vacant house, railroad tracks, lumber yards, etc...) ?

never 1
once or twice 2
several times 3
very often 4

11

4. Usually, how many hours a week do you spend loafing, doing nothing ?

none 1
less than one hour a week 2
1-2 hours a week 3
3-4 hours a week 4
5-6 hours a week 5
7-8 hours a week 6
9-10 hours a week 7
11-12 hours a week 8
13 hours or more a week 9

12

5. Usually, how many hours a week do you spend working on hobbies (eg. stamp collection, building model planes, cars)?

none	1
less than one hour a week	2
1-2 hours a week	3
3-4 hours a week	4
5-6 hours a week	5
7-8 hours a week	6
9 hours or more a week	7

13

6. During the past 12 months, did you use marijuana or hashish ?

never	1
once or twice	2
several times	3
very often	4

14

7. Usually, how often do you go to the movies ?

three or more times a week	1
once or twice a week	2
two or three times a month	3
about once a month	4
a few times a year	5
never	6

15

8. Usually, how many hours a day do you spend listening to music (radio, records, etc...) ?

4 hours or more a day	1
about 3 hours a day	2
about 2 hours a day	3
about 1½ hours a day	4
about 1 hour a day	5
about ½ hour or less a day	6
none	7

16

9. I can't seem to stay out of trouble no matter how hard I try .

strongly agree	1
agree	2
undecided	3
disagree	4
strongly disagree	5

17

10. Usually, how many hours a week do you work for pay during evenings or weekends ?

none 1
less than 6 hours a week 2
6 to 10 hours a week 3
11 to 15 hours a week 4
15 to 20 hours a week 5
21 to 25 hours a week 6
26 hours or more a week 7

□ 18

11. Usually, how often do you see a rock group, a singer, a play or attend a concert ?

once a week or more 1
two or three times a month 2
about once a month 3
a few times a year 4
never 5

□ 19

12. During the past 12 months, did you make anonymous phone calls (not say who you were) ?

never 1
once or twice 2
several times 3
very often 4

□ 20

13. During the past 12 months, did you use opiates (heroin, morphine, opium) ?

never 1
once or twice 2
several times 3
very often 4

□ 21

14. Did you work for pay during the summer of 1973 ?

yes 1
no 2

□ 22

if yes, for how many weeks ?

□□ 23 24

How much did you earn per week ?

in dolla

□□□ 25 26 2

15. During the past 12 months, did you send in a false alarm ?

never 1
once or twice 2
several times 3
very often 4

28

16. Do you practice your religion ?

always 1
usually 2
sometimes 3
never 4
I have no religion 5

29

17. Usually, how many hours a day do you spend reading humour magazines (eg. mad magazine) or comics (Batman, Archie) ?

4 hours or more a day 1
about 3 hours a day 2
about 2 hours a day 3
about 1½ hours a day 4
about 1 hour a day 5
about ½ hour or less a day 6
none 7

30

18. Usually, how many hours a day do you spend watching T.V. ?

4 hours or more a day 1
about 3 hours a day 2
about 2 hours a day 3
about 1½ hours a day 4
about 1 hour a day 5
about ½ hour or less a day 6
none 7

31

19. During the past 12 months, did you buy, use or sell something that you knew had been stolen ?

never 1
once or twice 2
several times 3
very often 4

32

20. Usually, how many hours a week do you spend playing a sport (e.g. baseball, hockey, skiing, swimming, bowling, etc...) ?

none 1
less than one hour a week 2
1-2 hours a week 3
3-4 hours a week 4
5-6 hours a week 5
7-8 hours a week 6
9 hours or more a week 7

☐ 33

21. During the summer of 1973, did you take a vacation ?

yes 1
no 2

☐ 34

22. During the past 12 months, did you drive a car without a driver's licence ?

never 1
once or twice 2
several times 3
very often 4

☐ 35

23. Usually, how much spending money do you get from your parents (or those who replace them) ?

none 1
less than $ 1.00 a week 2
$ 1.00 to $ 1.99 a week 3
$ 2.00 to $ 3.99 a week 4
$ 4.00 to $ 5.99 a week 5
$ 6.00 to $ 7.99 a week 6
$ 8.00 to $ 9.99 a week 7
$ 10.00 or more a week 8

☐ 36

24. Do you participate in organized recreational activities outside of school (sport activities, cultural activities)?

never 1
yes, before the past 12 months 2
yes, during the past 12 months 3
yes, before and during the past 12 months 4

☐ 37

Appendix B

1. Correspondence with schools
2. Correspondence with parents
3. Parent Permission Form

University of Alberta
Edmonton

Canada T6G 2G5

Department of Educational Psychology
Faculty of Education

6-102 Education North, Telephone (403) 432 5245

December 13, 1984

Dear Principal:

re: research proposal (M.Ed. in Hearing Impairment thesis)

The purpose of the proposed reasearch into the social activities of adolescents is to answer the question: do deaf adolescents involve themselves in social behavior consistent with that of other adolescents? To survey the deaf adolescent population, a short form of the LeBlanc Adolescent Activities questionnaire has been devised. This self-report method, used anonymously with a population of deaf adolescents will provide descriptive data that may then be compared to other teenage populations such as the 3000 Montréal area youth originally surveyed by LeBlanc.

The questionnaire includes questions grouped according to area of interaction: friends, family, school, recreation, and social agencies of justice administration. The division of the questionnaire into components allows not only for it to be administered in parts if time so dictates, but also for it to be factor analyzed for correlations between aspects of the youths' social life.

It is assumed that the result of this questionnaire will be the generation of data interesting to classroom teachers, guidance counsellors, administrators, and program planners.

To achieve this goal, the participation of all adolescents (12 - 17:11 years old) who are enrolled in educational programs for the hearing impaired is sought. The questions should be presented to the students by their teacher in a mode of communication most familiar to the students with sufficient time following each question's presentation for the student to respond by circling a response of his choice,

University of Alberta
Edmonton

Canada T6G 2G5

Department of Educational Psychology
Faculty of Education

6-102 Education North Telephone (403) 432-5245

This mode of presentation is suggested because the questionnaire is not intended to measure reading ability directly or indirctly. The administration of the questionnaire will require from 1-2 hours of classroom time, following which the quesionnaires will be return to the University of Alberta for interpretation. No other information is required from the schools. The results of the self-report study will be reported to the participating schools, but information on individuals will not be available due to the anonymity ensured the respondents.

If you have any further concerns or questions, or are unable at this time to administer the survey in your school, please contact me at (403)- 432-1731.

Thank you for your cooperation.

Sincerely,

Patti Hill

Patti Hill
M.Ed. candidate

April 19, 1985

Dear Parent:

I am currently completing my training as a teacher of deaf children. This requires the conduct of a research project, which I have chosen to focus on adolescent social activities. It is the purpose of my research to see if deaf adolescents are usually involved in activities similar to those of their hearing peers. For this reason I would like your child to complete the Social Activities questionnaire as a participant in the hearing comparison group.

The questionnaire contains items that deal with your child's activities at school, with friends, with family, use of free time, and perception of justice. The questionnaire is completed anonymously, and will require only one lunch break to complete. If you agree to have your child participate in this project, please have them return the signed permission slip to the school secretary on or before May 6th.

Your cooperation is greatly appreciated. If you have any questions about the project, I will be pleased to respond to them while I am at the school, the week of May 6 - 10th.

Sincerely,

P Hill

Patti Hill

Permission Slip

I _____ do hereby give consent
(name of parent or guardian)

to have my child, _____, participate
(name of child)

in the completion of a questionnaire about social activities.

I understand that the questionnaire is being completed

anonymously and confidentially.

_____
(signature of parent or guardian)